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ABSTRACT

Documents on American Indian education are cited in this bibliography, a supplement to 4 earlier documents. It contains abstracts of approximately 244 document citations from "Research in Education" (RIE) from 1963-73, and approximately 134 from "Current Index to Journals in Education" (CIJE) from 1971-73. The variety of educational resource materials cover such topics as American Indian history, culture, language, educational development, educational programs, legal status, and socioeconomic status. Citations are indexed by subject. (KM)

ED 086378

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AMERICAN INDIAN EDUCATION

A SELECTED BIBLIOGRAPHY

(with ERIC Abstracts)

ERIC/CRESS Supplement No. 4

ERIC/CRESS

December 1973

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December 1973

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University
Las Cruces, New Mexico 88003

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the Indian Education Resources Center, Bureau of Indian Affairs, for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Indian Education Resources Center, Bureau of Indian Affairs, or the National Institute of Education.

The booklet may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education.

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PREVIOUS BIBLIOGRAPHIES:

American Indian Education, A Selected Bibliography (ED 030 780)
American Indian Education, A Selected Bibliography. Supplement No. 1 (ED 044 213)
American Indian Education, A Selected Bibliography. Supplement No. 2 (ED 058 980)
American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3 (ED 075 121)

INTRODUCTION

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using educational resources.

Each of the ERIC network centers focuses on a separate area (or areas) of education (for a listing of the individual clearinghouses, readers should consult a current issue of Research in Education). It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcement in Research in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from more than seven hundred major publications: journals, quarterlies, annuals, and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest research findings or developments in American Indian education. The present bibliography is a supplement to three previous ERIC/CRESS publications. The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of American Indian education throughout the currently available issues of RIE and CIJE. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction Service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

In conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography, the only term used was AMERICAN INDIAN. The output was then screened for relevancy to American Indian education.

Sources of Material

Research in Education. Part I of the present supplement contains citations and abstracts which have appeared in RIE from the October 1972 issue through the September 1973 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for RIE, as well as CIJE: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; please contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the October 1972 issue and continuing through the September 1973 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. Please note that there are two CIJE entries per page.

Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined RIE and CIJE index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of American Indian education. The index terms, descriptors under which the citations were indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

Ordering Information

Publications cited in Part I of this bibliography are either available from ERIC Document Reproduction Service (EDRS) or an alternate availability is given with the citation. Prices for microfiche (MF) or hard copy (HC) reproductions from EDRS are provided with each citation.

Before ordering any item, the RIE citations should be double checked. If the citation carries the statement NOT AVAILABLE FROM EDRS, an alternate availability is given. If the citation carries the statement HC NOT AVAILABLE FROM EDRS, the publication is available in microfiche only from EDRS. If neither of the foregoing statements appears with the RIE citation, it may be assumed that the publication is available from EDRS in microfiche and hard copy. Please use the order blank appended to this bibliography when ordering microfiche or hard copy from EDRS.

Document Contributions

Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy (two if available) to

ERIC/CRESS Acquisitions
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003.

PART I: CITATIONS FROM
RESEARCH IN EDUCATION

ACCESSION NUMBER: ED063978

PUBLICATION DATE: APR 72

TITLE: PROJECTED CROPPING PATTERNS, LIVESTOCK ENTERPRISES, PROCESSING ACTIVITIES, CAPITAL REQUIREMENTS, EMPLOYMENT, INCOME, AND TRAINING NEEDS FOR ALTERNATIVE FARM ORGANIZATIONAL STRUCTURES FOR THE NAVAJO INDIAN IRRIGATION PROJECT. A SPECIAL REPORT TO THE FOUR CORNERS REGIONAL COMMISSION.

PERSONAL AUTHOR: GORMAN, WILLIAM D.; AND OTHERS

DESCRIPTOR: *AGRICULTURAL PRODUCTION; *AMERICAN INDIANS; CAPITAL; *EMPLOYMENT OPPORTUNITIES; FARM MANAGEMENT; FIELD CROPS; INCOME; LIVESTOCK; *NEEDS; TABLES (DATA); TRAINING; *WATER RESOURCES

IDENTIFIER: *NAVAJO INDIAN IRRIGATION PROJECT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 218P.

INFORMATION ON THE EXPECTED CROPPING PATTERNS, LIVESTOCK ENTERPRISES, PROCESSING AND RELATED ACTIVITIES, INCOME AND EMPLOYMENT OPPORTUNITIES, CAPITAL NEEDS, AND TRAINING REQUIREMENTS FOR ALTERNATIVE FARM ORGANIZATIONAL STRUCTURES THAT COULD BE SELECTED FOR DEVELOPMENT OF THE NAVAJO INDIAN IRRIGATION PROJECT IS PRESENTED IN THIS REPORT. THE MAJOR ISSUES DISCUSSED ARE FARM ORGANIZATIONAL STATURE, DEVELOPMENT CAPITAL, EDUCATIONAL AND TRAINING REQUIREMENTS, DEVELOPMENT PHILOSOPHY, AND INFRASTRUCTURE PLANNING. DESCRIPTIONS OF FIELD CROP AND VEGETABLE CROP BUDGETS, LIVESTOCK PRODUCTION, EXPECTED CROP AND LIVESTOCK COMBINATIONS, CAPITAL REQUIREMENTS, EMPLOYMENT CREATED, TRAINING NEEDS, AND GENERATION OF INCOME ARE ALSO DISCUSSED IN TERMS OF THE IRRIGATION PROJECT. CONCLUSIONS IN THE AREAS OF ORGANIZATIONAL ARRANGEMENTS, CAPITAL REQUIREMENTS, CREATION OF EMPLOYMENT AND TRAINING OPPORTUNITIES, AND GENERATION OF INCOME ARE INCLUDED WITH RELATED RECOMMENDATIONS. ALSO INCLUDED ARE 67 TABLES AND 2 CONCEPTUAL MODELS OF ORGANIZATIONAL STRUCTURE FOR THE PROJECT. (NQ)

4

ACCESSION NUMBER: ED063980

PUBLICATION DATE: SEP 68

TITLE: BIOMEDICAL CHALLENGES PRESENTED BY THE AMERICAN INDIAN, PROCEEDINGS OF THE SPECIAL SESSION OF THE PAHO ADVISORY COMMITTEE ON MEDICAL RESEARCH (7TH, WASHINGTON, D.C., JUNE 25, 1968).

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; BIOCHEMISTRY; *BIOLOGICAL INFLUENCES; CONFERENCE REPORTS; *GENETICS; *HEALTH; *HUMAN GEOGRAPHY; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 188P.

AT EACH MEETING OF THE PAN AMERICAN HEALTH ORGANIZATION ADVISORY COMMITTEE ON MEDICAL RESEARCH, A SPECIAL 1-DAY SESSION IS HELD ON A TOPIC CHOSEN BY THE COMMITTEE AS BEING OF PARTICULAR INTEREST. AT THE 7TH MEETING, WHICH CONVENED IN JUNE OF 1968 IN WASHINGTON, D.C., THE SESSION SURVEYED THE ORIGIN, PRESENT DISTRIBUTION, AND PRINCIPAL BIOLOGICAL AND MEDICAL ISSUES OF THE AMERICAN INDIAN--INCLUDING THE PROBLEMS OF NEWLY CONTACTED INDIAN GROUPS AND THOSE OF GROUPS WELL ALONG IN TRANSITION. RECORDED IN THIS VOLUME ARE THE FOLLOWING PAPERS AND ENSUING DISCUSSIONS: (1) THE ORIGIN AND DISPERSION OF AMERICAN INDIANS IN NORTH AMERICA; (2) THESES FOR MEDITATION ON THE ORIGIN AND DISPERSION OF MAN IN SOUTH AMERICA; (3) BIOLOGICAL SUBDIVISIONS OF THE INDIAN ON THE BASIS OF PHYSICAL ANTHROPOLOGY; (4) BIOLOGICAL SUBDIVISIONS OF THE INDIAN ON THE BASIS OF GENETIC TRAITS; (5) THE AMERICAN INDIAN IN THE INTERNATIONAL BIOLOGICAL PROGRAM; (6) SURVEY OF THE UNACCULTURATED INDIANS OF CENTRAL AND SOUTH AMERICA; (7) MEDICAL PROBLEMS OF NEWLY CONTACTED INDIAN GROUPS; (8) THE PROBLEM OF GALLBLADDER DISEASE AMONG PIMA INDIANS; (9) HYPERGLYCEMIA IN PIMA INDIANS; (10) MALARIA IN THE AMERICAN INDIAN; (11) FOOD AND NUTRITION OF THE MAYA BEFORE THE CONQUEST AND AT THE PRESENT TIME; (12) IODINE DEFICIENCY WITHOUT GOITER IN ISOLATED YANOMAMA INDIANS; AND (13) STUDY OF ENDEMIC GOITER IN THE AMERICAN INDIAN. (AUTHOR/LS)

ACCESSION NUMBER: ED063981

PUBLICATION DATE: 71

TITLE: MODERN INDIAN PSYCHOLOGY. REVISED EDITION.

PERSONAL AUTHOR: BRYDE, JOHN F.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURE CONFLICT; HISTORY; LEADERSHIP; *PSYCHOLOGY; SOCIOECONOMIC INFLUENCES; TRIBES; *VALUES

IDENTIFIER: SIOUX

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 414P.

WRITTEN ON THE BASIS OF SENIOR INDIAN VERBAL RELATINGS COLLECTED OVER A 23-YEAR SPAN, THIS REVISED EDITION ON MODERN INDIAN PSYCHOLOGY INCORPORATES SUGGESTIONS FROM INDIAN STUDENTS AND THEIR TEACHERS, INDIAN AND NON-INDIAN SOCIAL STUDIES EXPERTS, AND OTHER INDIAN PEOPLE. THE BOOK CONTAINS 6 MAJOR DIVISIONS: (1) "CULTURE AND INDIAN VALUES" RELATES TO ACCULTURATIONAL PSYCHOLOGY AND CULTURE, VALUES, AND INDIAN VALUES; (2) "PSYCHOLOGY AND INDIAN PSYCHOLOGY" DEALS WITH SUCH TOPICS AS THE IMPORTANCE OF PSYCHOLOGY, INDIAN PERSONALITY, SELF CONCEPTS, PERCEIVED IMAGE FROM THE DOMINANT CULTURE AND ITS EFFECTS, STRESS, CONFLICTS, FRUSTRATION AND SOME OF ITS EFFECTS, MOTIVATION, SUCCESS AND FAILURE EXPERIENCES, AND DEFENSE MECHANISMS; (3) "VALUES OF THE DOMINANT AMERICAN CULTURE" ENCOMPASSES SUCH TOPICS AS "MONEY SUCCESS" AND EXTERNAL CONFORMITY; (4) "DEALING WITH CULTURAL CONFLICTS" RELATES TO SPECIFIC CONFLICTS OF INDIAN AND NON-INDIAN VALUES AND HOW TO DEAL WITH THEM; (5) "GENERAL INDIAN HISTORY" PROVIDES DISCUSSIONS OF INDIAN HISTORICAL BACKGROUND AND THE OLMECS, INCAS, MAYAS, AND AZTECS; AND (6) "DAKOTA OR SIOUX PLAINS, AND THE MINNESOTA UPRISING. THE BOOK ALSO CONTAINS 39 SUGGESTED READINGS, A GLOSSARY OF INDIAN WORDS, AN INDEX, AND A SUMMARY. (MJB)

AVAILABILITY: THE DAKOTA PRESS, UNIVERSITY OF SOUTH DAKOTA, STATE-WIDE EDUCATIONAL SERVICES, VERMILLION, SOUTH DAKOTA 57069 ($5.60 PLUS POSTAGE)

ACCESSION NUMBER: ED063985

PUBLICATION DATE: 69

TITLE: UTE PEOPLE: AN HISTORICAL STUDY. THIRD EDITION.

PERSONAL AUTHOR: LYMAN, JUNE, COMP.; DENVER, NORMA, COMP.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; EDUCATION; *GOVERNMENT ROLE; *HISTORICAL REVIEWS; RACE RELATIONS; RESERVATIONS (INDIAN); *UNITED STATES HISTORY

IDENTIFIER: *UTES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 127P.

THE BOOK PRESENTS AN HISTORICAL APPROACH TO THE UTE INDIANS VIA DISCUSSION OF EARLY AMERICAN INDIAN SETTLEMENT IN NORTH AMERICA, EARLY CONTACT WITH THE SPANISH AND WHITES, AND FEDERAL INDIAN POLICIES AND THEIR EFFECTS ON THE UTES. ADDITIONALLY, UTE CULTURE IS EXAMINED IN TERMS OF RELIGION, CRAFTS, FOODS, ETC. BIOGRAPHICAL SKETCHES OF FAMOUS UTE LEADERS ARE ALSO PRESENTED, IN ADDITION TO A DISCUSSION OF FUTURE FEDERAL INDIAN POLICIES. (FF)

AVAILABILITY: UINTAH SCHOOL DISTRICT, TITLE I, P.O. BOX 580, VERNAL, UTAH 84078 ($4.00 PLUS POSTAGE AND HANDLING)

ACCESSION NUMBER: ED063991

PUBLICATION DATE: MAR 72

TITLE: THE EFFECT OF A FIVE WEEK PRE COLLEGE ORIENTATION PROGRAM FOR INDIAN STUDENTS.

PERSONAL AUTHOR: GOODSON, WILLIAM DALE

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACADEMIC APTITUDE; *AMERICAN INDIANS; *COLLEGE FRESHMEN; COLLEGE MAJORS; CULTURAL FACTORS; *EDUCATIONAL PROGRAMS; OCCUPATIONAL CHOICE; *ORIENTATION; SELF CONCEPT; STANDARDIZED TESTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

A 5-WEEK PRE-COLLEGE ORIENTATION PROGRAM FOR NEW FRESHMAN AMERICAN INDIAN STUDENTS WAS CONDUCTED IN THE SUMMER OF 1970 BY BRIGHAM YOUNG UNIVERSITY. THE PROGRAM INCLUDED WEEKLY FIELD TRIPS TO INDUSTRIES IN THE AREA, HELP WITH STUDY SKILLS, PROBLEM SOLVING, CHOOSING A COLLEGE MAJOR, POSITIVE THINKING, AND EXPERIENCE WITH COLLEGE ENGLISH AND MATH. THREE GROUPS (THE INDIAN ORIENTATION STUDENTS, AND CONTROL GROUPS OF INDIAN AND CAUCASIAN STUDENTS) WERE COMPARED ON 3 INSTRUMENTS TO DETERMINE IF THE ORIENTATION PROGRAM AIDED INDIAN STUDENTS IN THEIR COLLEGE MAJOR CHOICE, IN DEVELOPMENT OF MATURE VOCATIONAL ATTITUDES, AND IN DEVELOPMENT OF IMPROVED SELF CONCEPT. IT WAS FOUND THAT THE ORIENTATION PROGRAM DID AID INDIAN STUDENTS SIGNIFICANTLY. A ONE-YEAR FOLLOW-UP OF COLLEGE GRADES SHOWED THAT THE INDIAN ORIENTATION STUDENTS MADE SIGNIFICANTLY GREATER GRADE GAINS OVER THAT WHICH WAS EXPECTED THAN DID THE INDIAN STUDENTS NOT TAKING ORIENTATION, WITH THE FEMALE ORIENTATION STUDENTS MAKING THE GREATER GAIN. (AUTHOR/PS)

ACCESSION NUMBER: ED063997

PUBLICATION DATE: 70

TITLE: QUINAULT SUMMER EDUCATION PROGRAM - 1970. FINAL REPORT ON CAMP CHITWHIN.

PERSONAL AUTHOR: TALLAKSON, JOE

DESCRIPTOR: *AMERICAN INDIANS; ART ACTIVITIES; EDUCATIONAL EXPERIENCE; PROGRAM DESCRIPTIONS; *READING PROGRAMS; *RECREATIONAL ACTIVITIES; *RESIDENT CAMP PROGRAMS; *SUMMER SCIENCE PROGRAMS

IDENTIFIER: QUINAULT INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.

THE QUINAULT SUMMER EDUCATION CAMP IN TAHOLAH, WASHINGTON, OFFERED 6 WEEKLY SESSIONS (EXTENDING FROM JULY 14, 1970 TO AUGUST 21, 1970) TO INDIAN CHILDREN RANGING FROM PRESCHOOL AGE TO THE 12TH-GRADE LEVEL. THE PROGRAM, DESIGNED TO FIT THE NEEDS OF THE QUINAULT CHILDREN, EMPHASIZED A "PROCESS" APPROACH TO READING; SCIENCE, AND ARTS AND CRAFTS WHEREIN THE INTENT OF THE PROGRAM WAS TO CAPTURE THE CHILD'S INTEREST RATHER THAN CAPTURING THE CHILD AND ENFORCING HIS INTEREST. IN THIS REPORT ON CAMP CHITWHIN, A PROGRAM DESCRIPTION IS PROVIDED IN ADDITION TO (1) AN OUTLINE OF THE EDUCATIONAL RECREATIONAL ACTIVITIES, (2) A COPY OF THE FLEXIBLE CAMP SCHEDULE, AND (3) A LIST OF 12 RECOMMENDATIONS FOR IMPROVEMENT. (FF)

ACCESSION NUMBER: ED063998

PUBLICATION DATE: DEC 71

TITLE: CULTURAL DIFFERENCES IN SPATIAL PERCEPTION OF THE ENVIRONMENT AMONG CHILDREN 10-17 YEARS OLD IN THE WHITEHORSE AREA.

PERSONAL AUTHOR: TRENT, FAITH HELEN ELLY

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; MAPS; MINORITY GROUPS; *PERCEPTION; *PHYSICAL ENVIRONMENT; RECOGNITION; TABLES (DATA); *URBAN AREAS; URBAN YOUTH

IDENTIFIER: WHITEHORSE; YUKON TERRITORY

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 156P.

TWO CULTURES, INDIAN AND NON-INDIAN, IN THE URBAN ENVIRONMENT OF WHITEHORSE, YUKON TERRITORY, WERE EXAMINED IN THIS STUDY. THE PURPOSE WAS TO FIND WHAT DIFFERENCES, IF ANY, OCCUR IN THE GROUPS' PERCEPTIONS OF THE URBAN MILIEU AND TO ISOLATE FACTORS WHICH DO OR DO NOT INFLUENCE THESE PERCEPTIONS. USING COGNITIVE MAPPING AND PHOTOGRAPH RECOGNITION TECHNIQUES, THE DIFFERENCES WHICH WERE FOUND WERE ANALYZED USING CHI-SQUARE AND ANALYSES OF VARIANCE TECHNIQUES. ALTHOUGH ALL 66 SUBJECTS OF AGES 10-17 HAD ACCESS TO THE SAME AREAS, PLACES OF IMPORTANCE FOR EACH GROUP DIFFERED. USING THE APPLEYARD CLASSIFICATION, THE INDIAN GROUP PRODUCED PREDOMINANTLY SPACIAL MAPS, WHILE THE NON-INDIAN MAPS WERE PREDOMINANTLY SEQUENTIAL. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AUTHOR/PS)

AVAILABILITY: MRS. FAITH TRENT, SIMON FRASER UNIVERSITY, BURNABY 2, BRITISH COLUMBIA ($5.00)

10

ACCESSION NUMBER: ED064000

PUBLICATION DATE: MAY 71

TITLE: AN ANALYSIS OF THE ACADEMIC ACHIEVEMENT OF INDIAN HIGH SCHOOL STUDENTS IN FEDERAL AND PUBLIC SCHOOLS.

PERSONAL AUTHOR: BASS, WILLARD P.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; ANALYSIS OF COVARIANCE; BOARDING SCHOOLS; *HIGH SCHOOL STUDENTS; *LONGITUDINAL STUDIES; MEASUREMENT INSTRUMENTS; PSYCHOLOGICAL TESTING; PUBLIC SCHOOLS; *SEX DIFFERENCES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 155P.

A LONGITUDINAL STUDY WAS DESIGNED TO DETERMINE WHETHER THERE WERE SIGNIFICANT DIFFERENCES IN ACADEMIC ACHIEVEMENT BETWEEN SENIOR HIGH AMERICAN INDIAN STUDENTS IN FEDERAL ON-RESERVATION, FEDERAL OFF-RESERVATION, PUBLIC ON-RESERVATION, AND PUBLIC OFF-RESERVATION SCHOOLS. THE PURPOSE OF THE STUDY WAS TO GATHER A VARIETY OF DATA ON PSYCHOLOGICAL AND SOCIOLOGICAL VARIABLES AND TO INVESTIGATE THE RELATIONSHIP OF THOSE VARIABLES TO ACHIEVEMENT. A SAMPLE OF STUDENTS DRAWN FROM 21 HIGH SCHOOLS IN 7 STATES WAS STRATIFIED ON THE BASIS OF SEX, GRADE, AND GEOGRAPHIC AREA, WITH APPROXIMATELY EQUAL SEX RATIOS. TESTS ADMINISTERED AT VARIOUS TIMES OVER A 4-YEAR PERIOD (1966-70) WERE: THE CALIFORNIA ACHIEVEMENT TESTS; THE CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY; THE MOONEY PROBLEM CHECK LIST; A QUESTIONNAIRE TO OBTAIN PERSONAL AND FAMILIAL DATA; A SEMANTIC DIFFERENTIAL ON ATTITUDES; THE SCHOOL INTEREST INVENTORY; THE CALIFORNIA PSYCHOLOGICAL INVENTORY; THE VALUE ORIENTATION SCALE; AND THE VOCATIONAL ASPIRATION SCALE. NO RELIABLE DIFFERENCES WERE NOTED IN TERMS OF ACHIEVEMENT BETWEEN THE 4 TYPES OF SCHOOLS. FOR THE 45 CATEGORIES FOR WHICH SIGNIFICANT ACHIEVEMENT DIFFERENCES WERE REGISTERED, RANKINGS WERE SO VARIABLE THAT NO HIERARCHIAL PATTERN OR EVIDENCE OF PARTICULAR SUPERIORITY OR INFERIORITY EMERGED. APPENDICES INCLUDE TABLES OF MEAN SCORES OF CRITERION AND CONTROL VARIABLES WITH ANALYSIS OF COVARIANCE AND ADJUSTED CRITERION MEANS BY SCHOOL TYPE AND BY GEOGRAPHIC AREA. (FF)

ACCESSION NUMBER: ED064001

PUBLICATION DATE: APR 71

TITLE: AN EVALUATION OF THE BORDERTOWN DORMITORY PROGRAM.

PERSONAL AUTHOR: BASS, WILLARD P.; AND OTHERS

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COMMUNITY ATTITUDES; *DORMITORIES; EDUCATIONAL FACILITIES; INTERVIEWS; PARENT ATTITUDES; PROGRAM COSTS; *PROGRAM EVALUATION; *SCHOOL ENVIRONMENT; STUDENT EVALUATION

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 68P.

THE BORDERTOWN DORMITORY PROGRAM, PROVIDING NAVAJO STUDENTS WITH EXPERIENCE IN ATTENDING SCHOOLS IN OFF-RESERVATION COMMUNITIES WITH NON-INDIAN CHILDREN, WAS EVALUATED IN TERMS OF THE SUCCESS OF STUDENTS; ADEQUACY OF DORMITORY AND SCHOOL FACILITIES AND PROGRAMS; ATTITUDES OF STUDENTS, PARENTS, SCHOOL PERSONNEL, AND TOWNSPEOPLE TOWARD THE PROGRAM; AND COMPARATIVE COSTS OF THE PROGRAM AND OTHER FINANCIAL CONSIDERATIONS. AN INTERVIEWING TEAM INSPECTED DORMITORIES, VISITED CLASSES, AND INTERVIEWED DORMITORY STUDENTS AND STAFF, NON-INDIAN STUDENTS, TOWNSPEOPLE, AND SCHOOL SUPERINTENDENTS, FACULTY, AND BOARD MEMBERS. A TOTAL OF 407 DORMITORY STUDENTS (GRADES 8-12) AND 225 SCHOOL TEACHERS WERE INTERVIEWED. AMONG THE FINDINGS WERE THAT GRADE POINT AVERAGES AND CLASS RANKINGS ARE SOMEWHAT LOWER THAN THOSE OF STUDENTS IN OTHER TYPES OF SCHOOLS; BORDERTOWN STUDENTS GENERALLY ATTEND SCHOOLS WITH EXCELLENT FACILITIES, WELL-QUALIFIED TEACHERS, HIGH SCHOLASTIC STANDARDS, AND BROAD CURRICULAR OFFERINGS; AND THE AVERAGE COST OF EDUCATING A BORDERTOWN STUDENT WAS $1921 AS COMPARED TO $1176 FOR A BUREAU OF INDIAN AFFAIRS STUDENT (1969-70 FISCAL YEAR). RECOMMENDATIONS ARE PRESENTED FOR EACH EVALUATED AREA. APPENDICES PRESENT INFORMATION ON DORMITORIES VISITED, SCHOOL ENROLLMENT GUIDELINES (1970-71), RESPONSES OF BORDERTOWN STUDENTS AND TEACHERS, AND A SAMPLE INDIAN EDUCATION PROGRAM PUBLIC SCHOOL CONTRACT. (FF)

ACCESSION NUMBER: ED064002

PUBLICATION DATE: 19 JAN 72

TITLE: AN INDEX OF THE SOCIAL INDICATORS OF THE AMERICAN INDIAN IN OKLAHOMA.

PERSONAL AUTHOR: TRIMBLE, JOSEPH E.

DESCRIPTOR: *AMERICAN INDIANS; ECONOMIC DEVELOPMENT; *EDUCATIONAL TRENDS; *HEALTH CONDITIONS; HISTORICAL REVIEWS; LABOR FORCE; *POPULATION TRENDS; PROPERTY APPRAISAL; *SOCIAL CHARACTERISTICS; TABLES (DATA).

IDENTIFIER: *OKLAHOMA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$19.74

DESCRIPTIVE NOTE: 577P.

FACTS AND FIGURES RELATING TO AMERICAN INDIANS IN OKLAHOMA ARE PRESENTED IN THIS MANUAL FOR USE BY INDIAN TRIBES AND BY OTHERS WORKING IN THE AREA OF INDIAN AFFAIRS. THE HISTORICAL BACKGROUND OF OKLAHOMA INDIANS IS DISCUSSED, AND INFORMATION IS PRESENTED ON VARIOUS CHARACTERISTICS, SUCH AS POPULATION, EDUCATION, HEALTH AND WELFARE, AND CRIME AND DELINQUENCY. LABOR FORCE STATISTICS, EMPLOYMENT PATTERNS, HOUSING DATA, AND ACREAGE HOLDINGS ARE ALSO INCLUDED. NUMEROUS TABLES ARE CONTAINED IN THIS MANUAL, BUT THE FIGURES IN MANY INSTANCES ARE ESTIMATIONS, AND OTHER FIGURES CHANGE BECAUSE OF NATURAL INCREASES AND DECREASES IN MANY SOCIOECONOMIC AREAS. THE APPENDICES PROVIDE SUMMARIES OF GENERAL INFORMATION ON SPECIFIC INDIAN TRIBES AND DESCRIPTIONS OF FEDERAL PROGRAMS SPECIFICALLY DESIGNED FOR AMERICAN INDIANS. (FF)

ACCESSION NUMBER: ED064004

PUBLICATION DATE: 71

TITLE: THE AMERICAN INDIAN IN URBAN SOCIETY.

PERSONAL AUTHOR: WADDELL, JACK O., ED.; WATSON, O. MICHAEL, ED.

DESCRIPTOR: *ADJUSTMENT PROBLEMS; *AMERICAN INDIANS; ECONOMIC FACTORS; *GOVERNMENT ROLE; MIGRATION; SELF CONCEPT; SOCIAL ENVIRONMENT; *URBAN AREAS; *URBAN CULTURE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 414P.

THREE MAIN QUESTIONS RELATED TO AMERICAN INDIANS IN URBAN SOCIETY ARE DISCUSSED BY 9 ANTHROPOLOGISTS AND 1 AMERICAN INDIAN IN THIS 3-PART BOOK. PART 1 DEALS WITH HISTORICAL AND CURRENT URBANIZATION TRENDS AND THEIR EFFECTS ON AMERICAN INDIANS, IN ADDITION TO PROVIDING A HISTORICAL APPROACH TO GOVERNMENTAL POLICIES AND ATTITUDES TOWARD THE AMERICAN INDIAN. PART 2 COVERS THE SOCIAL ENVIRONMENT OF THE URBAN INDIAN, SOCIAL AND ECONOMIC POSITIONS OCCUPIED, INVOLVEMENT WITH THE URBAN UNIVERSITY, AND ADJUSTMENT PROBLEMS. PART 3 DISCUSSES WHY SOME INDIANS ARE SUCCESSFUL IN ADAPTING TO URBAN LIFE AND REMAIN IN URBAN AREAS WHILE OTHERS, EVEN SOME SUCCESSFUL INDIANS, RETURN TO THEIR RURAL HOME COMMUNITIES. THE CONCLUSION RAISES QUESTIONS RELATED TO CULTURAL ADJUSTMENT AND CULTURAL-IDEOLOGICAL FACTORS AND INCLUDES A CHAPTER DEVOTED TO AN INDIAN CASEWORKER'S VIEWS OF THE EDUCATIONAL BACKGROUND, EMPLOYMENT OPPORTUNITIES, AND PSYCHOLOGICAL STABILITY OF THE URBAN INDIAN. (FF)

AVAILABILITY: LITTLE, BROWN AND CO., 34 BEACON ST., BOSTON, MASS. 02106 ($5.95 PLUS HANDLING)

ACCESSION NUMBER: ED064006

PUBLICATION DATE: 21 APR 72

TITLE: OPPORTUNITY TO IMPROVE INDIAN EDUCATION IN SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS. REPORT TO THE CONGRESS.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACHIEVEMENT TESTS; *AMERICAN INDIANS; *BOARDING SCHOOLS; *EDUCATIONAL NEEDS; ESKIMOS; *MANAGEMENT

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 40P.

THE OBJECTIVE OF THIS GOVERNMENT DOCUMENT IS TO REPORT ON THE BUREAU OF INDIAN AFFAIRS' (BIA) OPPORTUNITY TO CLOSE THE EDUCATIONAL GAP BETWEEN INDIANS AND OTHER AMERICANS BY RAISING THE ACADEMIC ACHIEVEMENT LEVEL OF THE INDIANS TO THE NATIONAL AVERAGE BY 1976. FINDINGS OF THIS REVIEW OF MANAGEMENT METHODS USED BY THE BIA REVEALED, FOR EXAMPLE, THAT THE BIA SHOULD DEVELOP A MANAGEMENT INFORMATION SYSTEM TO ASSIST THE PROGRAM MANAGER WITH SUCH TASKS AS ASSESSING STUDENTS' EDUCATIONAL NEEDS, DEVISING STRATEGIES FOR OVERCOMING PROBLEMS, MEASURING PROGRESS TOWARD STATED GOALS, AND TOOLING UP FOR PROVISION OF PROGRAM-ORIENTED FINANCIAL MANAGEMENT REPORTS. OTHER NEEDS THAT WERE IDENTIFIED INCLUDE IMPROVEMENT OF STUDENTS' ENGLISH COMMUNICATION SKILLS, IMPLEMENTATION OF SPECIAL EDUCATION PROGRAMS AND PROFESSIONAL COUNSELING SERVICES, PROVISION OF SUBSTITUTE TEACHERS, AND IMPLEMENTATION OF TESTING PROGRAMS FOR SECURING ACADEMIC APTITUDE AND ACHIEVEMENT DATA. RECOMMENDATIONS AND CONSIDERATIONS TO THE SECRETARY OF INTERIOR AND THE CONGRESS ARE PRESENTED IN ADDITION TO THE FINDINGS OF THE REVIEW. (FF)

AVAILABILITY: U.S. GENERAL ACCOUNTING OFFICE, ROOM 6417, 441 G STREET, NW., WASHINGTON, D.C. 20548 ($1.00)

ACCESSION NUMBER: ED064008

PUBLICATION DATE: 72

TITLE: FAR FROM THE RESERVATION: THE TRANSRACIAL ADOPTION OF AMERICAN INDIAN CHILDREN. A STUDY CONDUCTED UNDER THE AUSPICES OF THE CHILD WELFARE LEAGUE OF AMERICA, NEW YORK, NEW YORK.

PERSONAL AUTHOR: FANSHEL, DAVID

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ADJUSTMENT (TO ENVIRONMENT); *ADOPTED CHILDREN; *ADULT CHARACTERISTICS; *AMERICAN INDIANS; CULTURAL FACTORS; *FIELD INTERVIEWS; RESEARCH; SOCIAL FACTORS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 388P.

THE OBJECTIVES OF THIS STUDY WERE (1) TO DEVELOP SYSTEMATIC KNOWLEDGE ABOUT THE CHARACTERISTICS OF COUPLES WHO ADOPTED AMERICAN INDIAN CHILDREN AND (2) TO DESCRIBE THE EXPERIENCES ENCOUNTERED BY THE FAMILIES AND CHILDREN FOR A 5-YEAR PERIOD AFTER THE INDIAN CHILDREN WERE PLACED IN ADOPTIVE HOMES. THE EXPERIENCES OF 97 FAMILIES WHO ADOPTED INDIAN CHILDREN WERE STUDIED. THE FULL SAMPLE OF ADOPTIVE FAMILIES WERE INTERVIEWED ANNUALLY FOR 5 YEARS. THE FIRST INTERVIEW WAS CONDUCTED JOINTLY WITH THE ADOPTIVE FATHER AND THE ADOPTIVE MOTHER, WHILE THE SECOND WAS DESIGNED TO BE CARRIED OUT WITH ADOPTIVE MOTHERS EXCLUSIVELY. THE THIRD INTERVIEW WAS DESIGNED FOR THE FATHER, THE FOURTH FOR BOTH THE HUSBAND AND WIFE, AND THE FIFTH FOR ADOPTIVE MOTHERS ONLY. EACH OF SEVERAL VARIABLES, SUCH AS RELIGIOSITY OF ADOPTIVE FAMILY, POLITICAL ORIENTATION, AND CHILD-REARING PRACTICES, WERE SUBJECTED TO STATISTICAL TESTS. IT WAS FOUND THAT THE MAJORITY OF THE INDIAN CHILDREN AND THEIR ADOPTIVE FAMILIES APPEARED TO BE WELL-ADJUSTED AND IT WAS RECOMMENDED THAT THE PRACTICE OF TRANSRACIAL ADOPTION BE CONTINUED AND ENCOURAGED. APPENDICES INCLUDE (1) AGENCIES PLACING CHILDREN THROUGH THE INDIAN ADOPTION PROJECT, (2) MAJOR VARIABLES USED IN THE STUDY, AND A CHILD PROGRESS SCALE. (LS)

AVAILABILITY: SCARECROW PRESS, INC., P.O. BOX 656, METUCHEN, NEW JERSEY 08840 ($10.00)

ACCESSION NUMBER: ED064011

PUBLICATION DATE: 72

TITLE: INDEX TO LITERATURE ON THE AMERICAN INDIAN: 1970.

PERSONAL AUTHOR: HENRY, JEANNETTE, ED.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *BOOKLISTS; *LITERATURE GUIDES; *PERIODICALS; PUBLICATIONS; SUBJECT INDEX TERMS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 175P.

BOTH POPULAR AND SCHOLARLY SOURCE MATERIALS ON THE NATIVE AMERICAN WERE COMPILED IN THIS INDEX BY AMERICAN INDIAN SCHOLARS. IN ADDITION TO BOOKS, 257 PERIODICALS WERE SEARCHED AND ARTICLES ON NATIVE AMERICANS WERE INCLUDED. SIXTY-THREE SUBJECT AREAS WERE CHOSEN. CITATIONS ARE LISTED ALPHABETICALLY BY AUTHOR AND BY SUBJECT AREA. A LIST OF 402 PUBLICATIONS WRITTEN, EDITED, OR PUBLISHED BY NATIVE AMERICAN ORGANIZATIONS OR TRIBES IS ALSO INCLUDED IN THE DOCUMENT. (FF)

AVAILABILITY: THE INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIF. 94117 ($12.00 PLUS HANDLING)

ACCESSION NUMBER: ED064016

PUBLICATION DATE: 4 FEB 70

TITLE: FEDERAL GOVERNMENT HEALTH, EDUCATION, AND WELFARE PROGRAMS OF ASSISTANCE TO AMERICAN INDIANS RESIDING ON FEDERAL RESERVATIONS (INCLUDING TABLE OF CONTENTS AND INDEX).

PERSONAL AUTHOR: LANGONE, STEPHEN A.

DESCRIPTOR: *AMERICAN INDIANS; CONSERVATION EDUCATION; EDUCATION; *FEDERAL PROGRAMS; HEALTH; *PROGRAM DESCRIPTIONS; *RESERVATIONS (INDIAN); *STATE FEDERAL SUPPORT; WELFARE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 264P.

FEDERAL HEALTH, EDUCATION, AND WELFARE PROGRAMS FOR 1970 BENEFITING AMERICAN INDIANS RESIDING ON FEDERAL RESERVATIONS ARE LISTED. THE REPORT IS DIVIDED INTO 3 SECTIONS: (1) FEDERAL INDIAN PROGRAMS AIMED AT IMPROVING OR PROVIDING INDIAN HEALTH SERVICES, TRIBAL MANAGEMENT SERVICES, HOUSING, HIGHER EDUCATION, AND CONSERVATION; (2) FEDERAL PROGRAMS INCLUDING INDIAN TRIBES AS RECIPIENTS, SUCH AS COMMODITY DISTRIBUTION, SPECIAL FOOD SERVICES FOR CHILDREN, ECONOMIC DEVELOPMENT, FISH AND WILDLIFE MANAGEMENT, AND EDUCATIONAL DEVELOPMENT; AND (3) FEDERAL-STATE ASSISTANCE PROGRAMS, SUCH AS MEDICAL ASSISTANCE, PUBLIC HEALTH, REHABILITATION, AND WATER POLLUTION CONTROL. (FF)

ACCESSION NUMBER: ED064017

PUBLICATION DATE: 71

TITLE: THE RAMAH NAVAJOS: A GROWING SENSE OF COMMUNITY IN HISTORICAL PERSPECTIVE. NAVAJO HISTORICAL PUBLICATIONS HISTORICAL SERIES NO. 1.

PERSONAL AUTHOR: BLANCHARD, KENDALL

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; *HISTORICAL REVIEWS; *LAND SETTLEMENT; LEADERSHIP; *POLITICAL ATTITUDES; SCHOOL COMMUNITY PROGRAMS

IDENTIFIER: *RAMAH NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 55P.

THE STUDY OF THE RAMAH NAVAJOS IS A STUDY OF A GROWING SENSE OF COMMUNITY, WITHIN A HISTORICAL PERSPECTIVE. THE NAVAJOS IN RAMAH HAD NEVER CONSTITUTED A UNIFIED AND TIGHTLY KNIT COMMUNITY UNTIL 1950. SINCE THAT TIME MUCH HAS TAKEN PLACE AMONG THE NAVAJOS IN RAMAH WHICH HAS SERVED TO GIVE NEW MEANING AND PURPOSE TO THEIR LIFE TOGETHER. THE TREND OF THIS GROWING SENSE OF COMMUNITY AND POLITICAL UNITY PROVIDES A NATURAL FRAMEWORK FOR THE ANALYSIS OF RAMAH HISTORY. IN THIS SURVEY OF THE PEOPLE'S EXPERIENCE IN THE RAMAH AREA, CONSIDERATION IS GIVEN TO THE GENERAL NATURE OF THE GEOGRAPHICAL REGION, ITS NAVAJO RESIDENTS, AND THEIR WAY OF LIFE. THE HISTORY OF THE RAMAHS IS TREATED IN 4 PHASES: (1) SETTLEMENT AND STABILIZATION (CIRCA 1869-1919), (2) LAND ALLOTMENT (1920-39), (3) DEFINITION--POLITICAL AWARENESS (1940-69), AND (4) A NEW SENSE OF COMMUNITY (1970-?). (FF)

AVAILABILITY: NAVAJO TRIBAL MUSEUM, NAVAJO PARKS AND RECREATION DEPARTMENT, P.O. BOX 797, WINDOW ROCK, ARIZONA 86515 ($1.00)

ACCESSION NUMBER: ED064023

PUBLICATION DATE: 72

TITLE: ARIZONA COMMISSION OF INDIAN AFFAIRS TRIBAL DIRECTORY, 1972.

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; *DIRECTORIES; *ORGANIZATIONS (GROUPS); *RESERVATIONS (INDIAN); RURAL AREAS; *SERVICES; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 62P.

INCLUDED IN THIS 12TH ANNUAL TRIBAL DIRECTORY IS INFORMATION ON THE AMERICAN INDIAN RESERVATIONS IN ARIZONA, THEIR POPULATIONS, AND TRIBAL LEADERS. NAMES OF ARIZONA COMMISSION OF INDIAN AFFAIRS ADVISORY COMMITTEE MEMBERS AND BUREAU OF INDIAN AFFAIRS AREA OFFICERS ARE ALSO INCLUDED, AS ARE NAMES AND ADDRESSES OF PERSONNEL IN OTHER STATE AND FEDERAL AGENCIES WHICH WORK WITH INDIAN PEOPLE. THE TABLE OF CONTENTS PROVIDES AN INDEX FOR LOCATING SERVICES IN SUCH AREAS AS EMPLOYMENT, EDUCATION, LAW AND ORDER, WELFARE, RECREATION, AND HEALTH. A RELATED DOCUMENT IS ED 051 945. (LS)

ACCESSION NUMBER: ED064027

PUBLICATION DATE: JUN 72

TITLE: A SURVEY OF NAVAJO COMMUNITY SCHOOL BOARD MEMBERS INCLUDING THEIR LEGAL STATUS AND ELECTION OR APPOINTMENT TO FEDERALLY OPERATED SCHOOLS ON THE NAVAJO INDIAN RESERVATION.

PERSONAL AUTHOR: DODGE, MARJORIE T.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *BOARDS OF EDUCATION; *ECONOMIC STATUS; EMPLOYMENT LEVEL; SCHOOL INVOLVEMENT; *SOCIAL CHARACTERISTICS; *SURVEYS

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 102P.; EDUCATIONAL SPECIALIST THESIS SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO

AFTER SURVEYING THE HISTORICAL BACKGROUND AND THE DEVELOPMENT OF NAVAJO EDUCATION, THE STUDY INVESTIGATES THE SOCIOECONOMIC CHARACTERISTICS, THE EDUCATIONAL STATUS, THE LENGTH OF SERVICE, AND THE SELECTION OF NAVAJO COMMUNITY SCHOOL BOARD (NCSB) MEMBERS FOR THE FEDERALLY OPERATED SCHOOLS ON THE NAVAJO RESERVATION. A 22-ITEM QUESTIONNAIRE, DESIGNED TO ELICIT RESPONSES CONCERNING THE COMPOSITION AND FUNCTIONS OF NCSB, WAS SENT TO 320 NCSB MEMBERS REPRESENTING 44 BOARDING SCHOOLS, 10 DAY SCHOOLS, 4 DORMITORIES, AND 2 NAVAJO-CONTRACTED SCHOOLS. QUESTIONNAIRES WERE COMPLETED AND RETURNED BY 192 SUBJECTS. THE FINDINGS, BASED ON THESE RESPONSES, ARE PRESENTED, AND ARE USED IN MAKING COMPARISONS BETWEEN NCSB MEMBERS AND MEMBERS OF GENERAL PUBLIC SCHOOL BOARDS. CONCLUSIONS STATE THAT NCSB MEMBERS REPRESENT NAVAJO INTERESTS RATHER THAN NATIONAL POLITICS, THAT THE NAVAJO TRIBE IS ACTIVELY INVOLVED IN COMMUNITY SCHOOLS, AND THAT THE TRIBE IS SEEKING OPERATIONAL CONTROL OF THEIR OWN AFFAIRS. RECOMMENDATIONS ARE THAT THE NCSB MANUAL BE REVISED, THAT THE NCSB BE GIVEN DECISION-MAKING POWER, AND THAT THE TRAINING OF NCSB BE STEPPED UP. FOURTEEN TABLES AND 2 APPENDIXES ARE INCLUDED. (FF)

ACCESSION NUMBER: ED064032

PUBLICATION DATE: 71

TITLE: THE STORY OF THE NAVAJO TREATIES. NAVAJO HISTORICAL PUBLICATIONS, DOCUMENTARY SERIES NO. 1.

PERSONAL AUTHOR: BRUGGE, DAVID M.; CORRELL, J. LEE

DESCRIPTOR: *AMERICAN INDIANS; *FOREIGN RELATIONS; *GOVERNMENT ROLE; *HISTORICAL REVIEWS; *RESERVATIONS (INDIAN)

IDENTIFIER: *NAVAJO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 101P.

NAVAJO PEACE TREATIES ARE REPRODUCED AND THE CONDITIONS DISCUSSED IN THIS HISTORICAL DOCUMENT. KNOWLEDGE OF PEACE TREATIES BETWEEN THE NAVAJOS AND SPANISH IN THE 17TH AND 18TH CENTURIES IS FRAGMENTARY. THE FIRST KNOWN TREATY KNOWN TREATY WITH SPAIN IS DATED MAY 12, 1805. FOLLOWING THIS TREATY CAME FURTHER TREATIES WITH SPAIN, BETWEEN 1805-19; THEN WITH MEXICO, BETWEEN 1822-44; AND FINALLY, WITH THE UNITED STATES, BETWEEN 1846-68. (FF)

AVAILABILITY: NAVAJO TRIBAL MUSEUM, NAVAJO PARKS AND RECREATION DEPARTMENT, P.O. BOX 797, WINDOW ROCK, ARIZONA 86515 ($1.00)

ACCESSION NUMBER: ED064445

PUBLICATION DATE: 71

TITLE: SENSITIZING TEACHERS TO ETHNIC GROUPS.

PERSONAL AUTHOR: NOAR, GERTRUDE

DESCRIPTOR: AMERICAN INDIANS; CAUCASIANS; CHINESE AMERICANS; DISADVANTAGED GROUPS; ENVIRONMENTAL INFLUENCES; *ETHNIC GROUPS; HISTORY; *HUMAN RELATIONS; JAPANESE AMERICANS; JEWS; MEXICAN AMERICANS; NEGROES; PUERTO RICANS; RACE RELATIONS; RACIAL DIFFERENCES; *SENSITIVITY TRAINING; SOCIAL DIFFERENCES; SOCIOECONOMIC INFLUENCES; *TEACHER GUIDANCE

IDENTIFIER: ASIAN AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.

THIS BOOKLET ON HUMAN RELATIONS ATTEMPTS TO CONVEY TO TEACHERS THE MEANING AND INTENT OF "LEARNING TO LIVE TOGETHER." SEPARATE SECTIONS DEAL WITH WHAT TEACHERS NEED TO KNOW ABOUT BLACKS, AMERICAN INDIANS, MEXICAN-AMERICANS, PUERTO RICANS, THE DISADVANTAGED, ASIAN-AMERICANS, JEWS, AND THE MANY CAUCASIAN ETHNIC GROUPS. THE FOCUS IN EACH RACE IS ON THEIR HISTORY, SOCIAL PROBLEMS, DIFFERENCES WITHIN THE RACE, AND SOCIAL DIFFERENCES DUE TO PAST AND PRESENT EXPERIENCES, AND IN THE CASE OF THE DISADVANTAGED, ON NUTRITION, ENVIRONMENTAL INFLUENCES, AND SOCIOECONOMIC BACKGROUND. (AUTHOR/RJ)

ACCESSION NUMBER: ED064925

PUBLICATION DATE: APR 72

TITLE: TEACHING COMMUNICATION TO INDIAN EDUCATORS.

PERSONAL AUTHOR: JULIEN, DANIEL J.; MONSMA, JOHN W.

DESCRIPTOR: *AMERICAN INDIANS; *CLASSROOM COMMUNICATION; *COMMUNICATION (THOUGHT TRANSFER); EDUCATION COURSES; ORAL COMMUNICATION; RESERVATIONS (INDIAN); *TEACHER EDUCATION; TEACHER EDUCATION CURRICULUM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 30P.; PAPER PRESENTED AT THE INTERNATIONAL COMMUNICATIONS ASSOCIATION ANNUAL CONVENTION (ATLANTA, GEORGIA, APRIL 19-22, 1972)

A COURSE ON COMMUNICATION IN THE CLASSROOM WAS DESIGNED AS PART OF A PROGRAM TO BRING EDUCATION COURSES, TAUGHT BY REGULAR UNIVERSITY FACULTY, TO INDIAN RESERVATIONS, MAKING IT POSSIBLE FOR AN INDIAN STUDENT TO CONTINUE WORKING WHILE TAKING COURSES AND TO COMPLETE HIS DEGREE IN FIVE YEARS. THIS PAPER DESCRIBES THE OBJECTIVES AND PHILOSOPHY OF THE COMMUNICATION COURSE, THE CRITERIA USED FOR STUDENT EVALUATIONS AND THE PROCEDURES USED FOR TEACHING THE COURSE. SPECIFIC OBJECTIVES FOR EACH CLASS ARE OUTLINED; THEY INCLUDE GENERATING AN ATMOSPHERE OF INFORMALITY, DEMONSTRATING THAT COMMUNICATION IS A TEAM PROCESS, AND EXPLICIT INSTRUCTION IN USING TEACHING TECHNIQUES AND AIDS. EXAMPLES OF CLASSROOM ACTIVITIES FOR EACH OF THE SESSIONS ARE DETAILED: HUMAN BINGO, COMMUNICATION CYCLE, SMALL GROUP INTERACTION, TEAM BUILDING, QUESTIONING STRATEGY, CENTRAL IDEA AND AUDIENCE ANALYSIS, LISTENING, INFORMATIVE SPEAKING, DISCUSSION, NONVERBAL COMMUNICATION, VISUAL AIDS, LIBRARY AND ORAL INTERPRETATION, PERSUASION, INTERVIEWING, AND MICROTEACHING. THE PROCEDURE OF EACH ACTIVITY, WHAT PROCESSES STUDENTS WENT THROUGH AND LEARNED ABOUT, AND AN EVALUATION OF THE ACTIVITY ARE PROVIDED. A FINAL SECTION DISCUSSES THE RESULTS OF THE COURSE AND CONCLUDES THAT IT IS A SUCCESSFULLY WAY TO TEACH CLASSROOM COMMUNICATION TO INDIANS. (RH)

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ACCESSION NUMBER: ED064993

PUBLICATION DATE: 72

TITLE: LEREC: LEARNING ENGLISH AS A SECOND LANGUAGE THROUGH RECREATION.

PERSONAL AUTHOR: MULLEN, DANA

DESCRIPTOR: AMERICAN INDIANS; BILINGUAL EDUCATION; CHILDREN; *EDUCATIONALLY DISADVANTAGED; *ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; LANGUAGE FLUENCY; LANGUAGE PROGRAMS; LEARNING ACTIVITIES; *ORAL ENGLISH; *RECREATIONAL PROGRAMS; SECOND LANGUAGE LEARNING; SELF CONCEPT; *TEACHING METHODS

IDENTIFIER: *SASKATCHEWAN NEWSTART

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 263P.

LEREC (LEARNING ENGLISH AS A SECOND LANGUAGE THROUGH RECREATION) IS A PLAN TO MAKE USE OF SUMMER RECREATION PROJECTS IN NORTHERN CANADIAN COMMUNITIES FOR DEVELOPING CHILDREN'S FLUENCY IN ENGLISH, THE LANGUAGE OF INSTRUCTION IN SCHOOLS. THIS REPORT EXPLAINS THE LEREC CONCEPT, DEFINES THE LINGUISTIC OBJECTIVES, SUGGESTS A BALANCED PROGRAM OF RECREATIONAL ACTIVITIES FOR CHILDREN OF ALL AGES, STATES THE ENGLISH STRUCTURAL PATTERNS AND VOCABULARY THAT ARE NECESSARY FOR THOSE ACTIVITIES, PROPOSES METHODOLOGY FOR RECREATION LEADERS TO USE IN IMPLEMENTING THE PROGRAM, AND OUTLINES THE TRAINING NEEDED BY RECREATION LEADERS. (AUTHOR/VM)

ACCESSION NUMBER: ED065215

PUBLICATION DATE: 71

TITLE: OFF-RESERVATION INDIAN SURVEY [MAINE].

PERSONAL AUTHOR: SOCKABASIN, ALLEN J., COMP; STONE, JOHN G., COMP.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CENSUS FIGURES; *COMMUNITY SERVICES; DEMOGRAPHY; *GOVERNMENT ROLE; HEALTH INSURANCE; HOUSING PATTERNS; INCOME; *MIGRANT EMPLOYMENT; *NON RESERVATION AMERICAN INDIANS; POPULATION EDUCATION; STATE SURVEYS

IDENTIFIER: *MAINE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 57P.

THE NEEDS OF THE OFF-RESERVATION INDIAN POPULATION IN MAINE AND RECOMMENDATIONS FOR THE CORRECTION OF THESE NEEDS ARE DISCUSSED. THE PROGRAM'S OBJECTIVES WERE (1) TO DETERMINE THE PRESENT LEVEL OF SERVICES AVAILABLE TO OFF-RESERVATION INDIANS IN MAINE, (2) TO DETERMINE PRESENT HOUSING STANDARDS, EDUCATIONAL LEVELS, HEALTH PROGRAMS, AND GEOGRAPHIC AREAS OF POPULATION CONCENTRATION, AND (3) TO CREATE MAXIMUM PUBLIC AWARENESS OF AND INVOLVEMENT IN THE RECOMMENDED SOLUTIONS. IN GATHERING INFORMATION, A STRUCTURAL QUESTIONNAIRE WITH BOTH CLOSED AND OPEN QUESTIONS, WHICH ALLOWED FOR BOTH STATISTICAL AND OPINIONATED DATA, WAS USED TO EVALUATE THE PLIGHT OF THE OFF-RESERVATION INDIAN. SOURCES OF ERROR IN THE WORK PROGRAM STEMMED FROM POOR COMMUNICATION--MANY OF THE INDIANS SPOKE FRENCH OR AN INDIAN LANGUAGE AND ONLY PARTIALLY UNDERSTOOD ENGLISH, MANY MISUNDERSTOOD THE QUESTIONS ASKED THEM, AND THE INTERVIEWERS HAD SOME DIFFICULTY IN CONVEYING THE REASON FOR THEIR VISIT. TWO PLANS WERE RECOMMENDED: PLAN I CALLS FOR THE CREATION OF THE POSITION OF "CO-ORDINATOR" TO OFF-RESERVATION INDIANS WITHIN THE STATE OF MAINE DEPARTMENT OF INDIAN AFFAIRS, THUS CREATING A CENTRAL HEADQUARTERS TO WORK IN BEHALF OF THE OFF-RESERVATION INDIANS; PLAN II CALLS FOR THE CREATION OF 2 POSITIONS OF "CO-ORDINATOR," AND THEIR RESPECTIVE JOBS AND QUALIFICATIONS ARE LISTED. THE APPENDIX INCLUDES THE APPLICATION FOR OFF-RESERVATION INDIAN SURVEY AND STATISTICAL RECORDINGS. (FF)

ACCESSION NUMBER: ED065222

PUBLICATION DATE: 70

TITLE: INDIAN EDUCATION. ANNUAL REPORT 1969-70 [WASHINGTON].

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE RECORDS; *COMMUNITY INVOLVEMENT; CURRICULUM EVALUATION; KINDERGARTEN; PROGRAM DEVELOPMENT; *RURAL SCHOOLS; *STATISTICAL DATA; TABLES (DATA); UNIT COSTS

IDENTIFIER: *JOHNSON O MALLEY ACT; WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 47P.

AUTHORIZED BY THE JOHNSON-O'MALLEY ACT AND SUPERVISED BY THE WASHINGTON STATE DEPARTMENT OF EDUCATION, SEVERAL PROGRAMS HAVE BEEN DESIGNED TO INVOLVE THE AMERICAN INDIAN IN THE EDUCATION OF HIS CHILDREN. THIS 1969-70 ANNUAL REPORT, PREPARED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION, PRESENTS PERTINENT INFORMATION AND STATISTICAL DATA PERTAINING TO EACH DISTRICT SUPPORTED BY JOHNSON-O'MALLEY (JOM) FUNDS. A BACKGROUND OF THE PROGRAMS, THE ELIGIBILITY OF DISTRICTS, AND PLANS FOR ADDITIONAL MODELS MUCH BROADER IN SCOPE ARE CONTAINED IN THE OVERVIEW. THE JOHNSON-O'MALLEY ACT, THE KINDERGARTEN PLAN OF OPERATION; SUMMER PROGRAMS; URBAN, RURAL, RACIAL, DISADVANTAGED PROGRAMS; SPECIAL PROJECTS AND ACTIVITIES IN 3 ADDITIONAL DISTRICTS; A MAP OF JOM PROGRAMS; AND AN APPENDIX WHICH LISTS THE NAMES OF INDIVIDUAL SCHOOL DISTRICTS, AN IDENTIFICATION OF THE PROGRAM AND THE APPROXIMATE AMOUNT EXPENDED ARE ALSO INCLUDED IN THIS REPORT. (HBC)

ACCESSION NUMBER: ED065223

PUBLICATION DATE: 71

TITLE: WASHINGTON STATE JOHNSON-O'MALLEY INDIAN EDUCATION, 1970-71. ANNUAL REPORT.

PERSONAL AUTHOR: JOHNSON, HARRY, ED.; FARRIS, DALE, ED.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE RECORDS; COMMUNITY INVOLVEMENT; CURRICULUM EVALUATION; MIGRANTS; PROGRAM DEVELOPMENT; *PROJECTS; READING INSTRUCTION; *STATISTICAL DATA; TABLES (DATA); *UNIT COSTS

IDENTIFIER: *JOHNSON O MALLEY ACT; WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 112P.

THE SUPERINTENDENT OF PUBLIC INSTRUCTION PRESENTS THIS 1970-71 ANNUAL REPORT OF JOHNSON-O'MALLEY (JOM) INDIAN EDUCATION IN THE STATE OF WASHINGTON. A HISTORICAL BACKGROUND IS PRESENTED WHICH INCLUDES A SECTION OF THE JOM ACT; THE CRITERIA FOR RECEIVING JOM GRANTS; THE FORMATS OF THE PROGRAM APPLICATION AND EVALUATION DATA FORM FOR THE 1970-71 SCHOOL YEAR; BRIEF SUMMARIES OF INDIAN INVOLVEMENT, EVALUATION DATA, AND CURRICULUM DEVELOPMENTS; A LOOK BACK AT THE 1970-71 YEAR AND A LOOK AHEAD TO THE 1971-72 SCHOOL YEAR. A MAP OF JOM SCHOOLS, THE STATISTICAL SUMMARIES OF JOM ALLOCATIONS, ENROLLMENT, JOM CONTRACTS, JOM PROGRAM REQUESTS, AND JOM PAYMENT ANALYSIS DATA ARE SHOWN. INDIVIDUAL PROJECT DESCRIPTIONS AND SPECIAL PROJECTS SUCH AS THE NEAH BAY READING PROJECT, THE PUPIL MOTIVATION PROJECT AT GONZAGA UNIVERSITY, THE MIGRANT AND INDIAN CENTER AT TOPPENISH, THE PARENT-CHILD COOPERATIVE PROGRAM AT OLYMPIC COLLEGE IN BREMERTON, THE WAPATO SUMMER PRESCHOOL PROJECT, AND THE CAMP CHAPPARAL SUMMER LANGUAGE ARTS PROJECT ARE DESCRIBED. ALSO INCLUDED ARE SUMMARIES OF 3 WORKSHOPS EMPHASIZING PARENT COMMITTEES AND 1 WORKSHOP EMPHASIZING COUNSELOR AIDES. (HBC)

ACCESSION NUMBER: ED065226

PUBLICATION DATE: 24 JUN 71

TITLE: INDIAN STUDIES AND PROGRAMS: RECRUITMENT, TEACHING AND COUNSELING OF AMERICAN INDIAN COLLEGE STUDENTS. DIRECTOR'S EVALUATION REPORT.

DESCRIPTOR: *ADMINISTRATOR EDUCATION; ADMINISTRATOR EVALUATION; *AMERICAN INDIANS; *COUNSELORS; *EDUCATIONAL ATTITUDES; HIGHER EDUCATION; PROGRAM ATTITUDES; *WORKSHOPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.

"INDIAN STUDIES AND PROGRAMS" WAS DESIGNED TO PROVIDE MORE AND BETTER OPPORTUNITIES FOR AMERICAN INDIANS TO ENTER AND TO COMPLETE COLLEGE OR UNIVERSITY EDUCATION THROUGH A GRADUATE-LEVEL TRAINING PROGRAM ESPECIALLY DESIGNED FOR COLLEGE AND UNIVERSITY PERSONNEL WHO ARE INVOLVED IN RECRUITING, COUNSELING, AND TEACHING INDIAN COLLEGE STUDENTS. THE MAJOR EMPHASIS OF THE TRAINING PROGRAM INCLUDED A DEVELOPMENT AND EXTENSION OF KNOWLEDGE ABOUT AN ATTITUDINAL CHANGE TOWARDS AMERICAN INDIAN STUDENTS. STAFF MEMBER QUALIFICATIONS, PARTICIPANT SELECTION GUIDELINES, AND THE FACULTY-PARTICIPANT RATIO ARE DISCUSSED. THE BASIC FORMAT OF THE TRAINING PROGRAM INVOLVED A MAJOR LECTURE EACH DAY WHICH SET THE STAGE FOR DISCUSSION GROUPS. EVALUATION OF THE PROGRAM WAS ACCOMPLISHED BY SOLICITING REACTIONS TO THE PROGRAM FROM DISCUSSION LEADERS AND BY INVITING OBSERVERS FROM THE STATE DEPARTMENT OF PUBLIC INSTRUCTION TO PROVIDE ANOTHER EVALUATIVE VIEW. ALSO, THE DIRECTOR HELD INDIVIDUAL CONFERENCES WITH DISCUSSION LEADERS AND PARTICIPANTS FOR THE PURPOSE OF MODIFYING FUTURE PROGRAMS. THE IMPACT OF THE SHORT-TERM TRAINING PROGRAM ON THE REGULAR COLLEGE PROGRAM, BOTH AT HURON AND AT OTHER INSTITUTIONS; THE TRAINING PROGRAM'S MAJOR WEAKNESSES AND MAJOR STRENGTHS; AND THE COLLEGE PROGRAM DEVELOPMENT PLANS ARE ALL PRESENTED. (FF)

ACCESSION NUMBER: ED065227

PUBLICATION DATE: 9 JUN 72

TITLE: SHORT TERM TRAINING PROGRAM FOR COLLEGE PERSONNEL IN AMERICAN INDIAN STUDIES. DIRECTOR'S EVALUATION REPORT.

DESCRIPTOR: ADMINISTRATIVE PERSONNEL; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ATTITUDES; BEHAVIOR; BEHAVIORAL COUNSELING; *COUNSELOR TRAINING; GUIDANCE PERSONNEL; *HIGHER EDUCATION; *HUMAN DIGNITY; PROFESSIONAL PERSONNEL; TRAINING; *WORKSHOPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.

IN ORDER TO PROVIDE TRAINING FOR COUNSELORS OF AMERICAN INDIAN YOUTH IN HIGHER EDUCATION, THIS PROGRAM PRESENTED COURSE MATERIAL RELATED TO THE DEVELOPMENT OF COUNSELING SKILLS; SOUGHT TO IMPROVE UNDERSTANDING OF HUMAN BEHAVIOR AND PERSONALITY CHARACTERISTICS OF AMERICAN INDIAN YOUTH IN HIGHER EDUCATION; AND PROVIDED FAMILIARITY WITH SOME OF THE BASIC PRINCIPLES OF COUNSELING INDIAN STUDENTS IN THE INTERESTS OF REALIZING THEIR POTENTIAL THROUGH AN UNDERSTANDING OF THE EMOTIONAL, EDUCATIONAL, VOCATIONAL, AND SOCIAL HANDICAPS THEY MAY EXPERIENCE. THE PROGRAM WAS PLANNED FOR THOSE INDIVIDUALS WHO HAD SERVED OR PLANNED TO SERVE AS COUNSELORS AND/OR TEACHERS OF INDIAN YOUTH IN INSTITUTIONS OF HIGHER EDUCATION IN THE GREATER MIDWEST AREA. THE PROGRAM WAS STAFFED BY INDIANS AND OTHER PERSONS WITH BACKGROUND KNOWLEDGE OF INDIAN YOUTH. AFTER LECTURES IN SPECIFIC AREAS, SUCH AS THE PRINCIPLES AND TECHNIQUES RELATED TO COUNSELING INDIAN STUDENTS, STUDENTS ATTENDED SMALL GROUP DISCUSSIONS. AN EVALUATION OF THE PROGRAM'S IMPACT RESULTED IN THE ADDITION OF FACULTY PERSONNEL TO WORK WITH INDIAN STUDENTS, TO HEAD A MINORITY-ETHNIC PROGRAM THAT INCLUDED INDIAN STUDENTS, AND TO DEVELOP COURSES REFLECTING AMERICAN INDIAN STUDIES. FUTURE PLANS INCLUDE PROVISIONS FOR MORE SESSIONS DEVOTED TO SENSITIVITY DEVELOPMENT OR ATTITUDE CHANGE ON THE PART OF THE PARTICIPANTS AND INSTRUCTIONAL PERSONNEL. LETTERS, APPLICATIONS, AND INFORMATION CONCERNING THE COUNSELOR PROGRAM FOR INDIAN YOUTH ARE ALSO INCLUDED. (FF)

ACCESSION NUMBER: ED065236

PUBLICATION DATE: JUN 70

TITLE: A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN: A BILINGUAL-BICULTURAL APPROACH.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; *CULTURAL INTERRELATIONSHIPS; *CURRICULUM GUIDES; *EARLY CHILDHOOD EDUCATION; EXPERIMENTAL CURRICULUM; HEALTH EDUCATION; *KINDERGARTEN CHILDREN; LANGUAGE ENRICHMENT; LEARNING; MATHEMATICAL CONCEPTS; NATURAL SCIENCES; PARENT PARTICIPATION; PHYSICAL SCIENCES; SOCIAL SCIENCES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 395P.

A BILINGUAL, BICULTURAL APPROACH, THE KINDERGARTEN CURRICULUM GUIDE IS INTENDED FOR ALL PERSONS INVOLVED IN TEACHING AMERICAN INDIAN CHILDREN IN EITHER PUBLIC OR BUREAU OF INDIAN AFFAIRS SCHOOLS. THE OBJECTIVE IS TO ESTABLISH A BROAD BASE OF SOUND PRINCIPLES AND PHILOSOPHY OF EDUCATION FOR YOUNG INDIAN CHILDREN WITH SOME IDEAS, EXPERIENCES, MATERIALS, AND RESOURCES FOR IMPLEMENTATION, FROM WHICH EACH SCHOOL CAN SELECT APPROPRIATE DIRECTIONS, RELEVANT TO THE PARTICULAR CHILD, HIS FAMILY AND COMMUNITY. THE PURPOSE OF THE GUIDE IS TO SERVE AS A REFERENCE TO SCHOOLS DEVELOPING THEIR OWN CURRICULUM. THE GUIDE SUGGESTS THAT THE TEACHING METHOD TO BE EMPLOYED SHOULD STRESS LEARNING THROUGH PLAY AND THROUGH IDENTIFICATION WITH THE TEACHER RATHER THAN THROUGH INSTRUCTION. THE 5 AREAS DISCUSSED INCLUDE (1) EARLY CHILDHOOD EDUCATION, SUCH AS THE ARTICULATION OF EARLY CHILDHOOD EXPERIENCES; (2) CREATING AN ENVIRONMENT FOR LEARNING, SUCH AS THE PLANNING OF USE OF KINDERGARTEN SPACE, THE ARRANGEMENT OF EQUIPMENT AND SUPPLIES, BOTH INDOORS AND OUTDOORS; (3) CURRICULUM EXPERIENCES, SUCH AS LANGUAGE AND CONCEPT DEVELOPMENT, THE DEVELOPMENT OF SOCIAL SCIENCE, MATHEMATICAL, AND NATURAL AND PHYSICAL SCIENCE CONCEPTS; AND EXPERIENCE WITH MUSIC AND ART MATERIALS; (4) SUPPORTING SERVICES, SUCH AS PARENT INVOLVEMENT IN THE KINDERGARTEN PROGRAM AND BILINGUAL, SOCIAL SERVICE, AND HEALTH PROGRAMS; AND (5) BIBLIOGRAPHICAL MATERIALS, SUCH AS BOOKS, PAMPHLETS, AND FILMS. (FF)

ACCESSION NUMBER: ED065239

PUBLICATION DATE: 72

TITLE: THE SECRET OF NO FACE (AN IREOKWA EPIC).

PERSONAL AUTHOR: PARKER, EVERETT; RYAN, KENIDA (OLEDOSKA)

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; EPICS; *LEGENDS; *MORAL VALUES; ORAL EXPRESSION; *PHILOSOPHY

IDENTIFIER: *IROQUOIS (SENECAS)

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 172P.

AN ATTEMPT TO PRESERVE STORIES FROM THE ORAL TRADITION OF THE SENECA INDIANS OF THE IROQUOIS TRIBES IS MADE IN THIS VOLUME. THESE STORIES DRAW ON THE PHILOSOPHY AND MORAL TEACHINGS OF HANDSOME LAKE, A SENECA PROPHET WHO WAS A SPIRITUAL LEADER TO HIS PEOPLE. THE PURPOSE OF THIS ENGLISH TRANSLATION OF IROQUOIS LEGENDS IS TO GO DIRECTLY TO THE PRIMARY SOURCE FOR INFORMATION--THE STORYTELLING, THE PROPHECIES, AND THE REVELATION OF VISIONS AND BELIEFS, BY MEMBERS OF THE ELDER GENERATION, WHOSE DUTY IT HAS BEEN TO PASS ON THE TRIBAL VALUES TO THE NEXT GENERATION. THE CORNHUSK DOLL, FEATURED IN THESE LEGENDS, PLAYS AN IMPORTANT PART IN THE LIFE OF THE SENECA TRIBE. (PS)

AVAILABILITY: NATIVE AMERICAN PUBLISHING COMPANY, P.O. BOX 2033, SANTA CLARA, CALIF. 95051 ($3.95 PLUS 30 MAILING AND HANDLING)

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ACCESSION NUMBER: ED065250

PUBLICATION DATE: 66

TITLE: AMERICA'S INDIAN STATUES.

PERSONAL AUTHOR: GRIDLEY, MARION E., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; ART PRODUCTS; *CULTURAL BACKGROUND; CULTURAL EXCHANGE; ETHNIC GROUPS; *ETHNOLOGY; HISTORY; LEADERSHIP; *PHOTOGRAPHS; PUBLIC EDUCATION; *SCULPTURE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 104P.

A COMPREHENSIVE COMPILATION OF FACTS AND PHOTOGRAPHS OF STATUES HONORING OR MEMORIALIZING THE AMERICAN INDIANS IS PRESENTED IN THIS PAPERBACK. THE VIGNETTES ACCOMPANYING THE PHOTOGRAPHS ARE THE RESULT OF EXTENSIVE RESEARCH. EXAMPLES OF THE AMERICAN INDIAN STATUES INCLUDE "THE SIGNAL OF PEACE," "THE PROTEST," " THE MEDICINE MAN," "APPEAL TO THE GREAT SPIRIT," "SEQUOYAH," "MANUELITO," "RED JACKET," AND MANY MORE. THE GEOGRAPHICAL LOCATION OF THE AMERICAN INDIAN STATUES IS LISTED IN THE INDEX. (FF)

AVAILABILITY: THE AMERINDIAN, AMERICAN INDIAN REVIEW, 1263 WEST PRATT BLVD., CHICAGO, ILL. 60626 ($2.50)

ACCESSION NUMBER: ED065253

PUBLICATION DATE: 72

TITLE: CURRENT NORTH AMERICAN INDIAN PERIODICALS. REVISED EDITION.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *NEWSLETTERS; *NEWSPAPERS; *PERIODICALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.

APPROXIMATELY 218 NEWSLETTERS, NEWSPAPERS, AND OTHER PERIODICALS ARE CITED IN THIS REVISED BIBLIOGRAPHY OF CURRENT SOURCES OF INFORMATION BY, FOR, OR ABOUT AMERICAN INDIANS. ONE SENTENCE DESCRIPTIONS OF CONTENT, ORDERING INFORMATION, AND FREQUENCY OF PUBLICATION ARE PROVIDED. IN THE MAJORITY OF THE PERIODICALS CITED, CURRENT EVENTS OF INTEREST TO AMERICAN INDIANS OR AMERICAN INDIAN LITERATURE BY NATIVE CONTRIBUTORS IS EMPHASIZED. A RELATED DOCUMENT IS ED 059 820. (FF)

34

ACCESSION NUMBER: ED065642

PUBLICATION DATE: JUL 72

TITLE: AN ANNOTATED BIBLIOGRAPHY OF SELECTED BOOKS ABOUT AMERICAN INDIANS FOR ELEMENTARY THROUGH HIGH SCHOOL STUDENTS. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 29, JULY 1972.

PERSONAL AUTHOR: REVAI, LORETTA Z.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *BIBLIOGRAPHIES; CULTURAL INTERRELATIONSHIPS; *ELEMENTARY GRADES; FICTION; FOLKLORE BOOKS; HISTORY; IDENTIFICATION (PSYCHOLOGICAL); LEGENDS; LITERATURE; MYTHOLOGY; POLITICAL ISSUES; *SECONDARY GRADES; SELF CONCEPT; SELF ESTEEM; TALES; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 73P.

THIS BRIEFLY ANNOTATED BIBLIOGRAPHY SELECTIVELY LISTS NEARLY 300 BOOKS EITHER WRITTEN BY AMERICAN INDIANS OR RELATED TO THE AUTHORS OF THE BOOKS BY INDIANS, AND WHICH ARE CONSIDERED TO REPRESENT THE AMERICAN INDIAN POINT OF VIEW. THE WORKS LISTED COVER THE DIFFERENT PHASES OF CULTURE FROM PRE-COLUMBIAN SOCIETY THROUGH THE MODERN INDIAN. TO FACILITATE SELECTION OF MATERIALS BY BOTH TEACHER AND STUDENT, THE RECOMMENDED SCHOOL LEVEL IS INDICATED FOR EACH ITEM FOLLOWING THE CITATION. PRICES ARE INCLUDED FOR MOST OF THE WORKS. A CATEGORICAL INDEX AT THE END OF THE MAIN BIBLIOGRAPHY CLASSIFIES THE WORKS LISTED ACCORDING TO READER INTEREST. APPENDED IS A FINAL SECTION ON ADDITIONAL SOURCES OF MATERIALS AND INFORMATION. (RJ)

ACCESSION NUMBER: ED065772

PUBLICATION DATE: AUG 70

TITLE: A REPORT ON: THE NATIONAL SEMINAR OF AMERICAN INDIAN WOMEN AND THE NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION ESTABLISHED BY DELEGATES OF THIS SEMINAR.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY STUDY; *FEMALES; GROUP DISCUSSION; *ORGANIZATIONS (GROUPS); *SEMINARS

IDENTIFIER: *NATIONAL SEMINAR OF AMERICAN INDIAN WOMEN; NORTH AMERICAN INDIAN WOMENS ASSOCIATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.; CONFERENCE HELD AT COLORADO STATE UNIV., FORT COLLINS, COLO. (AUGUST 2-8, 1970)

A REPORT ON THE NATIONAL SEMINAR OF AMERICAN INDIAN WOMEN IS PRESENTED. THIS MEETING WAS PLANNED TO PROVIDE AN OPPORTUNITY FOR AMERICAN INDIAN WOMEN TO DISCUSS THE NEEDS OF INDIAN COMMUNITIES AND EXPAND THEIR UNDERSTANDING OF WHAT CONSTITUTES AN ADEQUATE COMMUNITY. THE DELEGATES WERE LAY PEOPLE SELECTED FROM THEIR HOME COMMUNITIES. SIXTY-EIGHT OF THE DELEGATES VOTED TO CREATE THE FIRST NATIONAL AMERICAN INDIAN WOMEN'S ORGANIZATION--THE NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION. (CK)

ACCESSION NUMBER: ED065887

PUBLICATION DATE: JUN 72

TITLE: A SUPPLEMENT TO PORTRAITS: THE LITERATURE OF MINORITIES.

DESCRIPTOR: AMERICAN INDIANS; *AMERICAN LITERATURE; *ANNOTATED BIBLIOGRAPHIES; ANTHOLOGIES; CULTURAL ENRICHMENT; ELEMENTARY GRADES; *ETHNIC STUDIES; *LITERATURE REVIEWS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; NOVELS; POETRY; PROSE; *READING MATERIAL SELECTION; SECONDARY GRADES; TEACHER INFLUENCE

IDENTIFIER: ASIAN AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 71P.

THIS SUPPLEMENT TO "PORTRAITS: THE LITERATURE OF MINORITIES" PUBLISHED IN JUNE 1970, PROVIDES AN ANNOTATED BIBLIOGRAPHY OF LITERATURE BY AND ABOUT BLACK AMERICANS, MEXICAN AMERICANS, NORTH AMERICAN INDIANS, AND ASIAN AMERICANS. THE BIBLIOGRAPHY IS DESIGNED TO AID TEACHERS AND LIBRARIANS IN RECOMMENDING BOOKS TO STUDENTS IN GRADES 7-12. THE TITLES ARE GROUPED UNDER THE HEADINGS OF FICTION, POETRY, PROSE NONFICTION, ANTHOLOGIES, AND BACKGROUND MATERIALS FOR TEACHERS. THE ETHNIC EXPERIENCE IS CENTRAL TO ALL TITLES. THE BIBLIOGRAPHY ALSO PROVIDES INFORMATION AS TO PUBLISHER, COPYRIGHT DATE, AVAILABILITY OF PAPERBACK EDITIONS, AND PRICE. SUGGESTIONS OF THE SELECTION COMMITTEE ARE GIVEN FOR THE USE OF EACH TITLE. AN INDEX OF TITLES AND AUTHORS IS PROVIDED, AS IS A FORM FOR EVALUATING THE SUPPLEMENT. (FOR RELATED DOCUMENT, SEE ED 042 771.) (DB)

ACCESSION NUMBER: ED066191

PUBLICATION DATE: JUN 72

TITLE: A DESIGN FOR LIBRARY SERVICES FOR THE STANDING ROCK SIOUX TRIBE.

DESCRIPTOR: *ADULTS; *AMERICAN INDIANS; BILINGUALISM; ELEMENTARY SCHOOL STUDENTS; *INFORMATION NEEDS; LIBRARY FACILITIES; *LIBRARY SERVICES; SECONDARY SCHOOL STUDENTS; *STUDENTS

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 197P.;(0 REFERENCES)

THE STANDING ROCK SIOUX TRIBAL LIBRARY STUDY IS PART OF A NATIONAL PROJECT DESIGNED TO IDENTIFY AND MEET THE INFORMATION NEEDS OF INDIAN PEOPLE. CHAPTER I PROVIDES: (1) A DESCRIPTION OF THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) LIBRARY PROJECT, (2) A SUMMARY DESCRIPTION OF THE STANDING ROCK SIOUX RESERVATION AND (3) AN OVERVIEW OF THE REPORT. CHAPTER II PRESENTS THE DESIGN OF THE STUDY AND IT RELATES TO THE STANDING ROCK SIOUX RESERVATION. THIS CHAPTER CONTAINS SECTIONS DEALING WITH GOALS AND OBJECTIVES OF THE STUDY AND STUDY PROCEDURES. THE FINDINGS OF THE STUDY ARE REPORTED IN THE SECTIONS DEALING WITH INFORMATION NEEDS OF: (1) ELEMENTARY PUPILS, (2) SECONDARY STUDENTS, (3) ADULTS, (4) EXISTING LIBRARY FACILITIES AND SERVICES AND (5) DATA ON BILINGUAL NEEDS. THESE SECTIONS ARE INCLUDED IN CHAPTER III. THE FINAL CHAPTER ATTEMPT TO IDENTIFY INNOVATIVE DELIVERY MECHANISMS AND PROGRAMS TO MEET THE IDENTIFIED INFORMATION NEEDS OF THE RESERVATION. THE PRESENTATION PROVIDES ESSENTIAL BACKGROUND INFORMATION, ADMINISTRATIVE AND ORGANIZATIONAL COMPONENTS OF THE PROPOSED MODEL, AND SUGGESTIONS REGARDING MATERIALS AND DELIVERY SYSTEMS. (RELATED STUDIES ARE LI003827-003830.) (AUTHOR/NH)

ACCESSION NUMBER: ED066192

PUBLICATION DATE: JUN 72

TITLE: A DESIGN FOR AN AKWESASNE MOHAWK CULTURAL CENTER.

DESCRIPTOR: ADULTS; *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BILINGUALISM; *CULTURAL CENTERS; DEMONSTRATION CENTERS; ELEMENTARY SCHOOL STUDENTS; *INFORMATION NEEDS; *LIBRARY SERVICES; MODELS; SECONDARY SCHOOL STUDENTS; STUDENTS

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 172P.;(0 REFERENCES)

HISTORICALLY, THE LIBRARY-INFORMATION NEEDS OF INDIAN PEOPLE HAVE BEEN NEGLECTED. THIS NEGLECT IS DUE TO A LACK OF PRINTED AND OTHER MATERIALS. TO MEET THESE INFORMATION NEEDS, THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) RECEIVED A GRANT FROM THE U.S. OFFICE OF EDUCATION FOR THE PURPOSE OF RESEARCHING, PLANNING AND IMPLEMENTING DEMONSTRATION LIBRARY CENTERS. CHAPTER I OF THIS REPORT CONTAINS BACKGROUND INFORMATION AND AN OVERVIEW OF THE PROJECT. CHAPTER II PRESENTS A DESCRIPTION OF THE STUDY DESIGN IN WHICH THE GOALS AND OBJECTIVES OF THE STUDY, STUDY PROCEDURES, INSTRUMENT DEVELOPMENT, AND THE COLLECTION AND ANALYSIS OF DATA ARE DESCRIBED. CHAPTER III PRESENTS THE RESULTS OF THE QUESTIONNAIRES AND INVENTORIES ADMINISTERED IN THE AKWESASNE MOHAWK COMMUNITY TO IDENTIFY THE INFORMATIONAL NEEDS OF ELEMENTARY PUPILS AND SECONDARY STUDENTS AND ADULTS. EXISTING INFORMATIONAL RESOURCES ARE ALSO DESCRIBED. CHAPTER IV DESCRIBES THE PROPOSED INFORMATIONAL DEMONSTRATION MODEL FOR THE ST. REGIS COMMUNITY. THIS MODEL WILL INCLUDE A DISCUSSION OF ADMINISTRATIVE AND ORGANIZATIONAL COMPONENTS, PLANT FACILITIES, AND MATERIALS SELECTION AND DELIVERY SYSTEMS. (RELATED STUDIES ARE: LI003826 AND LI003828-003830.) (AUTHOR/NH)

ACCESSION NUMBER: ED066193

PUBLICATION DATE: JUN 72

TITLE: A DESIGN FOR LIBRARY SERVICES FOR THE ROUGH ROCK COMMUNITY.

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; *DEMONSTRATION CENTERS; *DESIGN; ELEMENTARY SCHOOL STUDENTS; *INFORMATION NEEDS; INFORMATION SOURCES; *LIBRARY SERVICES; MODELS; SECONDARY SCHOOL STUDENTS; STUDENTS

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 174P.;(0 REFERENCES)

FOLLOWING THE INTRODUCTION, CHAPTER I PROVIDES: (1) A SUMMARY DESCRIPTION OF THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) LIBRARY PROJECT, (2) A DESCRIPTION OF THE ROUGH ROCK COMMUNITY, AND (3) THE ORGANIZATION OF THIS STUDY. CHAPTER II PRESENTS A DETAILED DESIGN OF THE PROJECT AND DESCRIBES THE GOALS AND OBJECTIVES OF THE STUDY, DEVELOPMENT OF STUDY PROCEDURES, DEVELOPMENT OF INSTRUMENTS, AND THE COLLECTION AND ANALYSIS OF DATA. CHAPTER III DESCRIBES THE RESULTS OF THE QUESTIONNAIRES AND INVENTORIES ADMINISTERED TO THE ROUGH ROCK COMMUNITY TO IDENTIFY INFORMATIONAL NEEDS OF ELEMENTARY AND SECONDARY STUDENTS, THEIR TEACHERS, AND ADULTS, AS WELL AS THE AVAILABILITY OF EXISTING INFORMATIONAL RESOURCES. CHAPTER IV PROPOSES A MODEL INFORMATIONAL DEMONSTRATION CENTER FOR THE ROUGH ROCK COMMUNITY. THIS MODEL WILL INCLUDE ADMINISTRATIVE AND ORGANIZATIONAL COMPONENTS, FINANCIAL SUPPORT, PLANT FACILITIES, AND MATERIALS AND DELIVERY SYSTEMS REQUIRED. (RELATED STUDIES ARE: LI003826, 003827, 003829, AND 003830.) (AUTHOR/NH)

ACCESSION NUMBER: ED066194

PUBLICATION DATE: JUN 72

TITLE: SUMMARY OF THE NATIONAL INDIAN EDUCATION LIBRARY PROJECT REPORT.

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; *DEMONSTRATION CENTERS; ELEMENTARY SCHOOL STUDENTS; *INFORMATION NEEDS; LIBRARY PROGRAMS; *LIBRARY SERVICES; *MODELS; SECONDARY SCHOOL STUDENTS; STUDENTS

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 46P.;(0 REFERENCES)

THE PURPOSE OF THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) LIBRARY PROJECT IS TO PLAN, DEVELOP, AND DEMONSTRATE LIBRARY PROGRAMS THAT MEET INFORMATIONAL NEEDS IN INDIAN COMMUNITIES. THE PROJECT IS PLANNED IN FOUR PHASES: (1) IDENTIFICATION OF INFORMATIONAL NEEDS THROUGH INTENSIVE RESEARCH IN SELECTED INDIAN SCHOOL COMMUNITIES AND DEVELOPMENT OF PROPOSED DELIVERY SYSTEMS INTENDED TO MEET THESE NEEDS; (2) IMPLEMENTATION OF DEMONSTRATION PROGRAMS; (3) OPERATION OF DEMONSTRATION CENTERS AND (4) EVALUATION OF DEMONSTRATION CENTER EFFECTIVENESS. THE END RESULT OF THE FIRST PHASE WAS TO PROPOSE THREE GENERAL MODELS FOR MEETING THE INFORMATIONAL NEEDS OF INDIAN PEOPLE. THE MODEL FOR EACH SITE IS DELIBERATELY DIFFERENT FOR EXPERIMENTAL PURPOSES. THIS BROCHURE SUMMARIZES THE ACTIVITIES AND FINDINGS OF THE ENTIRE FIRST PHASE OF THE PROJECT. (RELATED STUDIES ARE: LI003826-003828 AND 003830.) (AUTHOR/NH)

ACCESSION NUMBER: ED066195

PUBLICATION DATE: JUN 72

TITLE: NATIONAL INDIAN EDUCATION ASSOCIATION LIBRARY PROJECT. APPENDICES.

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; ELEMENTARY SCHOOL STUDENTS; *INFORMATION NEEDS; *LIBRARY SERVICES; QUESTIONNAIRES; SECONDARY SCHOOL STUDENTS; STUDENTS; SURVEYS

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 106P.;(0 REFERENCES)

THE APPENDICES CONTAINED IN THIS DOCUMENT ARE: (1) ELEMENTARY STUDENT INFORMATION NEEDS QUESTIONNAIRE, (2) LIBRARY-INFORMATION NEEDS QUESTIONNAIRE (FOR SECONDARY STUDENTS), (3) ELEMENTARY TEACHER LIBRARY INFORMATIONAL NEEDS QUESTIONNAIRE, (4) SECONDARY TEACHER LIBRARY INFORMATIONAL NEEDS QUESTIONNAIRE, (5) ADULT INFORMATION NEEDS INTERVIEW SCHEDULE (ENGLISH AND NAVAJO), (6) LIBRARY INVENTORY CHECKLIST AND (7) COMMUNITY INVENTORY CHECKLIST. (THE STUDIES FOR WHICH THESE APPENDICES ARE APPLICABLE ARE: LI003826 THROUGH 003829.) (AUTHOR/NH)

ACCESSION NUMBER: ED066236

PUBLICATION DATE: JUL 72

TITLE: TIOSPAYE. CURRICULUM MATERIALS RESOURCE UNIT 2.

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; COMMUNITY ROLE; *CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; DAY SCHOOLS; ETHNIC GROUPS; *FAMILY RELATIONSHIP; *GRADE 9; GROUP LIVING; GROUP MEMBERSHIP; HISTORY; *INSTRUCTIONAL MATERIALS; LEGENDS; MYTHOLOGY; RESERVATIONS (INDIAN)

IDENTIFIER: *OGLALA SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 44P.

THE SECOND OF 6 UNITS, THE INSTRUCTIONAL MATERIAL PRESENTED IN THIS DOCUMENT WAS PREPARED FOR THE 9TH GRADERS OF THE OGLALA SIOUX. THE FUNCTION OF THE TIOSPAYE, THE NAME GIVEN TO INDICATE A PERSON'S RELATIVES, IS EXPLAINED. THE STORY OF THE ORIGIN OF THE SEVEN COUNCIL FIRES AND STORIES TELLING OF THE SEPARATION OF THE SIOUX PEOPLE INTO THE 7 GROUPS REPRESENTING THE 7 CAMPS AND DESCRIBING THE ORIGINAL HOMELAND AND THE DISCOVERY OF NEW HUNTING PLACES ARE INCLUDED, AS ARE ACCOUNTS OF THE FIRST CONTACT BETWEEN THE LAKOTA AND WHITE EXPLORERS. THE GROWTH OF THE OGLALA SIOUX INTO THE MOST POWERFUL OF THE 7 GROUPS AND THEIR CONFLICT WITH OTHER INDIAN TRIBES AND WITH U. S. GOVERNMENT AGENTS IS DISCUSSED. OTHER SECTIONS DESCRIBE THE EDUCATION OF THE TIOSPAYES, THE DIVISION OF THE RESERVATION LAND INTO 7 RATION DISTRICTS, THE ROLE OF THE HEADMAN AND HEAD CHIEF, THE LAWS AND CUSTOMS OF THE PEOPLE, THE PINE RIDGE INDIAN RESERVATION, AND THE GOVERNMENTAL GOALS OF ACCULTURATING THE SIOUX PEOPLE. MAPS AND ILLUSTRATIONS ARE FOUND THROUGHOUT THIS INSTRUCTIONAL MATERIAL. (FF)

ACCESSION NUMBER: ED066237

PUBLICATION DATE: JUL 72

TITLE: MAKOCE. CURRICULUM MATERIALS RESOURCE UNIT 3.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *CULTURAL BACKGROUND; ETHNIC GROUPS; GOVERNMENT ROLE; *GRADE 9; HISTORY; *INSTRUCTIONAL MATERIALS; *LAND USE; NEGOTIATION AGREEMENTS; RELIGIOUS EDUCATION; RESERVATIONS (INDIAN); TRIBES; WAR

IDENTIFIER: *OGLALA SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 60P.

THE INSTRUCTIONAL MATERIAL IN THIS THIRD OF 6 UNITS IS DIRECTED TO THE 9TH GRADERS OF THE OGLALA SIOUX PEOPLE. DISCUSSION IS FOCUSED MAINLY ON LAND AND ITS SIGNIFICANCE TO THE OGLALA SIOUX PEOPLE. THE DISCUSSION COVERS 4 MAIN AREAS: (1) A HISTORY OF OGLALA SIOUX SETTLEMENT IN THE DAKOTAS AND THE EFFECT OF THE GOVERNMENT TREATIES ON THE OGLALA SIOUX LAND, (2) THE ALLOTMENT ACTS AND THEIR EFFECTS ON THE OGLALA SIOUX, (3) A HISTORY OF FEDERAL-INDIAN POLICY AND A DISCUSSION OF TERMINATION AND HOW BOTH AFFECTED THE OGLALA SIOUX PEOPLE, AND (4) THE OGLALA SIOUX RESERVATION TODAY AND THE TRIBAL CONSTITUTION GOVERNING THE LAND. TWELVE MAPS ARE INCLUDED. (FF)

ACCESSION NUMBER: ED066238

PUBLICATION DATE: JUL 72

TITLE: LAKOTA WOHILIKEEGNAPI. CURRICULUM MATERIALS RESOURCE UNIT 4.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; BUSINESS; CULTURAL BACKGROUND; *ECONOMICS; EMPLOYMENT; GOVERNMENT ROLE; *GRADE 9; HANDICRAFTS; HOMEMAKING SKILLS; *INSTRUCTIONAL MATERIALS; *LAND SETTLEMENT; NUTRITION; PRODUCTIVITY; SOCIAL RELATIONS

IDENTIFIER: *OGLALA SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 38P.

THE INSTRUCTIONAL MATERIAL IN THIS FOURTH OF 6 UNITS IS DIRECTED TO THE 9TH GRADERS OF THE OGLALA SIOUX PEOPLE. DISCUSSED ARE THE ECONOMY (PRODUCTION, CONSUMPTION, DISTRIBUTION, AND EXCHANGE OF FOOD, SHELTER, AND CLOTHING) OF THE OGLALA SIOUX PEOPLE FROM PAST TO PRESENT, IN OTHER WORDS, FROM THE TIME WHEN A BUFFALO HUNTING ECONOMY PREVAILED TO THE PRESENT MORE DIVERSIFIED ECONOMY; THE VALUES OF GENEROSITY, SHARING, RECIPROCITY, AND HELPFULNESS; THE RESERVATION AND ALLOTMENT OF LAND WHICH CAUSED HARDSHIP AND A SLOW ADJUSTMENT FOR THE OGLALA SIOUX; THE EFFECT OF FEDERAL-INDIAN POLICY TERMINATION; THE PROBLEMS OF EMPLOYMENT; AND THE NEEDS OF PRIVATE BUSINESS. AN ILLUSTRATION OF THE PINE RIDGE RESERVATION SHOWING THE BOSS FARMERS' GEOGRAPHICAL LOCATIONS IS ALSO SHOWN. (FF)

ACCESSION NUMBER: ED066239

PUBLICATION DATE: JUL 72

TITLE: ITANCAN. CURRICULUM MATERIALS RESOURCE UNIT 5.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; *COMMUNITY LEADERS; CULTURAL BACKGROUND; FAMILY RELATIONSHIP; FEDERAL LAWS; *GOVERNMENT ROLE; *GRADE 9; *INSTRUCTIONAL MATERIALS; LAWS; ORGANIZATIONS (GROUPS); POLITICAL AFFILIATION; RESERVATIONS (INDIAN); SELECTION; STATE LAWS

IDENTIFIER: *OGLALA SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 48P.

THE INSTRUCTIONAL MATERIAL IN THIS FIFTH OF 6 UNITS IS DIRECTED TO THE 9TH GRADERS OF THE OGLALA SIOUX PEOPLE. THE CONTENTS FOCUS ON GOVERNMENT--FAMILIAL, TRIBAL, AND FEDERAL. DISCUSSIONS INCLUDE FAMILY RELATIONSHIPS, COMMUNITY LEADERS, COUNCIL MEETINGS AND MEMBERSHIP, POLICING OF THE CAMPS BY WARRIORS, AND WARRIOR AND CHIEF'S SOCIETIES. THE FEDERAL-INDIAN POLICY OF RESERVATION GOVERNMENT; THE FEDERAL AGENT'S ROLE IN WORKING AMONG THE OGLALA SIOUX; THE STATE AND FEDERAL LAWS AND THEIR EFFECT ON THE OGLALA SIOUX; THE CONTEMPORARY ORIGIN AND STRUCTURE OF THE OGLALA SIOUX TRIBAL GOVERNMENT; AND THE CONSTITUTION AND BY-LAWS OF THE OGLALA SIOUX TRIBE OF THE PINE RIDGE RESERVATION ARE ALSO DESCRIBED. (FF)

ACCESSION NUMBER: ED066240

PUBLICATION DATE: JUL 72

TITLE: LAKOTA WOSKATE. CURRICULUM MATERIALS RESOURCE UNIT 6.

DESCRIPTOR: *AMERICAN INDIANS; CHILDRENS GAMES; *GAMES; *GRADE 9; *INSTRUCTIONAL MATERIALS; *RECREATIONAL ACTIVITIES; SKILL DEVELOPMENT; SPORTSMANSHIP; VALUES

IDENTIFIER: *OGLALA SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.28

DESCRIPTIVE NOTE: 24P.

THE INSTRUCTIONAL MATERIAL IN THIS LAST OF 6 UNITS IS DIRECTED TO THE 9TH GRADERS OF THE OGLALA SIOUX PEOPLE. THE MATERIAL FOCUSES ON GAMES AND SPORTS, AND THE ORIGIN OF THE GAMES IS DISCUSSED. THE DOCUMENT EXPLAINS THAT LAKOTA GAMES, BESIDES BEING FUN, TEACH VALUES. THE GAMES TEACH CHILDREN THE VALUES OF ENDURANCE, OF RISK, OF TAKING A CHANCE AND INSTILL A DESIRE TO EXCELL AND TO RESPECT OTHERS. ALSO, THE GAMES TEACH WHAT MEN DO AND TEACH GIRLS WHAT WOMEN DO. GAMBLING GAMES AND GAMES REQUIRING SPECIAL SKILLS, AS WELL AS GAMES INTENDED FOR SPECIAL SEASONS OF THE YEAR, ARE INCLUDED. (FF)

ACCESSION NUMBER: ED066275

PUBLICATION DATE: DEC 69

TITLE: AN ASSESSMENT OF THE EDUCATIONAL NEEDS OF INDIAN STUDENTS IN THE STATE OF ARIZONA.

DESCRIPTOR: ADMINISTRATOR EDUCATION; *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; CULTURAL DIFFERENCES; *CURRICULUM DESIGN; *EDUCATIONAL NEEDS; FEDERAL PROGRAMS; SELF CONCEPT; *STUDENT PARTICIPATION; *STUDENT TEACHER RELATIONSHIP

IDENTIFIER: *ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 83P.

THE OBJECTIVE OF THE STUDY WAS TO OFFER GENERAL AND COMPREHENSIVE INFORMATION ON AMERICAN INDIAN EDUCATION AS IT PERTAINS TO TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IN ARIZONA. THE PRIMARY VEHICLE USED FOR COLLECTING INFORMATION WAS THE FOCUS INTERVIEW--A TECHNIQUE USED TO GATHER IN-DEPTH INFORMATION ON OPINIONS AND PREFERENCES. THE INTERVIEW SESSIONS INCLUDED 8-12 PARTICIPANTS WHO WERE ENCOURAGED TO COMMENT ON ALL ASPECTS OF INDIAN EDUCATIONAL NEEDS. TAPE RECORDINGS OF THE INTERVIEWS WITH PARENTS, STUDENTS, AND TEACHERS WERE MADE BY 2 INTERVIEWERS, BOTH OF WHOM LATER FILLED OUT AN INTERVIEWER'S REPORT FORM. FINDINGS INDICATED THAT THERE ARE CULTURAL DIFFERENCES AMONG INDIANS AND NON-INDIANS; THAT THE STUDENTS SUFFER FROM FEELINGS OF INFERIORITY; THAT BECAUSE SCHOOL PERSONNEL FAIL TO RECOGNIZE CULTURAL DIFFERENCES AND ARE UNABLE TO ADAPT TO THE TEACHING OF INDIAN STUDENTS, THE STUDENTS ARE NOT QUALIFIED TO FACE THE OUTSIDE WORLD AND DROP OUT; AND THAT SCHOOL CHANGES TEND TO BE SUPERFICIAL. STANDARDIZED SCORES SHOWED INDIAN STUDENTS TO BE BELOW THE STANDARD NORMS. BASED ON WHAT WAS LEARNED FROM THE FOCUS INTERVIEWS, 19 RECOMMENDATIONS WERE LISTED FOR THE ADMINISTRATION OF TITLE III AT THE STATE LEVEL AND FOR THE EDUCATIONAL NEEDS AND COMMENSURATE PROJECT ALTERNATIVES FROM THE FOCUS INTERVIEWS. SIX UNDERLYING NEEDS DISCOVERED IN THE FOCUS INTERVIEWS WERE IMPROVEMENT OF EDUCATOR-LEARNER RELATIONSHIPS, STUDENT SELF-IMAGE, STUDENT INVOLVEMENT, EDUCATIONAL ADMINISTRATION, CURRICULUM STRUCTURE, AND COMMUNITY INVOLVEMENT. (FF)

ACCESSION NUMBER: ED066276

PUBLICATION DATE: 19 MAR 70

TITLE: SUMMARY REPORT OF THE INDIAN NEEDS ASSESSMENT CONFERENCE (PHOENIX, MARCH 19, 1970).

PERSONAL AUTHOR: PARMEE, EDWARD A., COMP.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *CONFERENCES; CURRICULUM; EDUCATIONAL ADMINISTRATION; *EDUCATIONAL NEEDS; PARENT PARTICIPATION; *PARTICIPANT INVOLVEMENT; *PROGRAM EVALUATION; STUDENT PARTICIPATION; STUDENT TEACHER RELATIONSHIP; WORKSHOPS

IDENTIFIER: *ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 52P.; SUMMARY OF DISCUSSION GROUP REPORTS FROM INDIAN NEEDS ASSESSMENT CONFERENCE, PHOENIX, ARIZONA, MARCH 19, 1970

THE BASIC OBJECTIVES OF THE "INDIAN NEEDS ASSESSMENT CONFERENCE," HELD IN PHOENIX, ARIZONA, WERE (1) TO EVALUATE THE INTERIM STUDY, "ASSESSMENT OF THE EDUCATIONAL NEEDS OF INDIAN STUDENTS IN THE STATE OF ARIZONA," CONDUCTED BY THE CONSULTING SERVICES, CORPORATION, AND (2) TO ARRIVE AT SOME POSITIVE RECOMMENDATIONS FOR THE IMPROVEMENT OF AMERICAN INDIAN EDUCATION IN ARIZONA AND SOME REALISTIC PROPOSALS FOR IMPLEMENTING THESE RECOMMENDATIONS. TO ACHIEVE THESE OBJECTIVES, THE ARIZONA DEPARTMENT OF EDUCATION AND THE ELEMENTARY AND SECONDARY ACT TITLE III, SPONSORS OF THE CONFERENCE, BROUGHT TOGETHER MORE THAN 60 EDUCATORS FROM ARIZONA ELEMENTARY AND SECONDARY SCHOOLS WHERE INDIAN STUDENTS ARE ENROLLED. THE CONFERENCE HELD 8 INFORMAL DISCUSSION GROUPS WHERE PARTICIPANTS EXPRESSED THEIR VIEWS REGARDING THE STUDY, THEIR INDIVIDUAL PROGRAMS, AND THE NEEDS OF INDIAN EDUCATION IN THE STATE. IN THE CONCLUDING REMARKS, IT WAS OBSERVED THAT AMERICAN INDIAN PROFESSIONAL EDUCATORS CAN CONTRIBUTE TO THE STATEWIDE EDUCATIONAL SYSTEM AND THAT BASIC ISSUES OF CONTENTION BETWEEN INDIANS AND NON-INDIANS REMAIN UNSOLVED. IT WAS ALSO SUGGESTED THAT A STATEWIDE COUNCIL ON MINORITY EDUCATION BE ORGANIZED TO ASSESS NEEDS AND PRIORITIES, THAT THIS COUNCIL HOLD GRASS ROOTS AND REGIONAL MEETINGS, AND THAT IT ESTABLISH MINORITY EDUCATION CENTERS WHICH WOULD DEVELOP THEIR OWN SPECIALITIES EMPHASIZING THE NEEDS OF THE PEOPLE SERVED. THE COUNCIL'S STRENGTH, WOULD LIE IN ITS ABILITY TO RECOGNIZE NEEDS COMMON TO ALL MINORITIES AND NEEDS UNIQUE TO EACH MINORITY. THE APPENDIX LISTS THE PARTICIPANTS, THEIR DISTRICT AND COUNTY, AND THEIR DISCUSSION GROUP. (FF)

ACCESSION NUMBER: ED066278

PUBLICATION DATE: 72

TITLE: THE INDIAN IN AMERICAN HISTORY -THE SACRED TREE STILL LIVES. A TEACHER'S GUIDE.

PERSONAL AUTHOR: SPAULDING, SANDRA LAKOTA; ROUILLARD, JOHN CASKE

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; BIBLIOGRAPHIES; COLONIAL HISTORY (UNITED STATES); EDUCATION; HIGH SCHOOL STUDENTS; INDIVIDUAL POWER; *INSTRUCTIONAL MATERIALS; MYTHOLOGY; PRESIDENTS; RESERVATIONS (INDIAN); *STUDENT PROJECTS; *TEACHING GUIDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 148P.

THE PURPOSE OF THIS TEACHER'S GUIDE IS TO PROVIDE SOME NECESSARY TOOLS IN ORDER TO EXPAND AND UP-DATE COURSES IN AMERICAN HISTORY, WITH AN EMPHASIS ON THE MAJOR ROLE OF THE ORIGINAL INHABITANTS OF NORTH AMERICA IN THE SHAPING OF HISTORY. IT IS HOPED THE GUIDE WILL ENABLE THE TEACHER TO EXPAND THE HIGH SCHOOL STUDENTS' HISTORICAL VIEWPOINT, AND GIVE THEM AN HONEST VIEW OF THE ROLE PLAYED BY THE ORIGINAL AMERICANS IN AMERICAN HISTORY. THE 8 UNITS COVERED ARE (1) INDIANS DISCOVER AMERICA, (2) HOME OF THE FREE--LAND OF THE BRAVE, (3) COLUMBUS DISCOVERS INDIANS, (4) COLONISTS GAIN FREEDOM--INDIANS LOSE THEIRS, (5) INDIAN FIGHTERS SEIZE THE WHITE HOUSE, 1812-1850, (6) LET THEM EAT GRASS, (7) A PEOPLE'S DREAM DIED THERE, AND (8) THE ONLY GOOD INDIAN IS A DEAD INDIAN. SPECIAL PROJECTS AND SUGGESTED MATERIALS AND A BIBLIOGRAPHY ARE PROVIDED AT THE END OF EACH UNIT. THE APPENDIX INCLUDES BOOKS AND RECORDINGS, A PRELIMINARY BIBLIOGRAPHY FOR DIEGUENO INDIANS, A LIST OF INDIAN MUSEUMS, AND THE TRANSCRIPT OF THE COURT-MARTIAL OF COLONEL CHIVINGTON. (FF)

ACCESSION NUMBER: ED066279

PUBLICATION DATE: 70

TITLE: ANNUAL REPORT OF NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS, 1969-70.

PERSONAL AUTHOR: HATHORN, JOHN R.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMMITTEES; COMMUNITY HEALTH; EDUCATION; EDUCATIONAL FINANCE; INDUSTRY; LEADERSHIP; *RESERVATIONS (INDIAN); *SERVICES; SOCIAL SERVICES; *STATE PROGRAMS; TRANSPORTATION

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 33P.

THE 1969-70 ANNUAL REPORT OF THE NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS DESCRIBES THE COMMITTEE'S PURPOSE AND FUNCTION AS BEING TO RENDER, THROUGH THE SEVERAL STATE DEPARTMENTS AND AGENCIES REPRESENTED, VARIOUS SERVICES TO THE 8 INDIAN RESERVATIONS--CATTARAUGUS, ST. REGIS, TONAWANDA, TUSCARORA, ALLEGANY, ANANDAGA, SHINNECOCK, AND POOSPATUCK--LOCATED WITHIN THE BOUNDARIES OF NEW YORK. THE DEPARTMENT OF COMMERCE PROGRAMS HAVE INCLUDED ASSISTANCE IN INDUSTRIAL DEVELOPMENT AND TOURIST PROMOTION. THE DEPARTMENT OF EDUCATION HAS CONTRACTED WITH 12 PUBLIC SCHOOL DISTRICTS NEAR THE RESERVATIONS TO EDUCATE INDIAN CHILDREN. IN ADDITION, TRANSPORTATION, TUITION, AND ASSISTANCE TO HIGH SCHOOL GRADUATES ENROLLED IN POST-SECONDARY INSTITUTIONS ARE DISCUSSED. THE DEPARTMENT OF TRANSPORTATION MAINTAINS ALL HIGHWAYS ON INDIAN RESERVATIONS, ALONG WITH OTHER STATE HIGHWAYS. THE DEPARTMENT OF HEALTH OFFERS GENERAL MEDICAL CLINICS, CHILD HEALTH CLINICS, AND NON-CLINIC MEDICAL SERVICES, AND COUNTY HEALTH DEPARTMENTS OFFER SERVICES IN BEHALF OF SPECIFIC RESERVATIONS. THE CHAIRMAN'S REPORT OF 1969-70 ACTIVITIES AND EVENTS, ADDRESSES OF THE 7 NEW YORK STATE INTERDEPARTMENTAL COMMITTEE MEMBERS AND 21 INDIAN INTEREST ORGANIZATIONS, AND 9 INDIAN RESERVATION LEADERS AND OFFICIALS ARE INCLUDED. A RELATED DOCUMENT IS ED 032 959. (FF)

ACCESSION NUMBER: ED066280

PUBLICATION DATE: 71

TITLE: ANNUAL REPORT OF NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS, 1970-71.

PERSONAL AUTHOR: HATHORN, JOHN R.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; EDUCATION; EDUCATIONAL FINANCE; HEALTH; LEGISLATION; LIBRARY SERVICES; *RESERVATIONS (INDIAN); *SERVICES; SOCIAL SERVICES; *STATE PROGRAMS; TRANSPORTATION

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 38P.

THE 1970-71 ANNUAL REPORT OF THE NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS DESCRIBES THE COMMITTEE'S PURPOSE AND FUNCTION AS BEING TO RENDER, THROUGH THE SEVERAL STATE DEPARTMENTS AND AGENCIES REPRESENTED, VARIOUS SERVICES TO THE 8 INDIAN RESERVATIONS--CATTARAUGUS, ST. REGIS, TONAWANDA, TUSCARORA, ALLEGANY, ONANDAGA, SHINNECOCK, AND POOSPATUCK--LOCATED WITHIN THE BOUNDARIES OF NEW YORK. THE DEPARTMENT OF COMMERCE PROGRAMS HAVE INCLUDED ASSISTANCE IN INDUSTRIAL DEVELOPMENT ON INDIAN RESERVATIONS. THE DEPARTMENT OF EDUCATION HAS CONTRACTED WITH 12 PUBLIC SCHOOL DISTRICTS AND 4 BOARDS OF COOPERATIVE EDUCATIONAL SERVICES FOR THE INSTRUCTION OF ELEMENTARY AND SECONDARY PUPILS NEAR THE RESERVATIONS. IN ADDITION, ASSISTANCE IS PROVIDED TO HIGH SCHOOL GRADUATES ENROLLED IN POST-SECONDARY INSTITUTIONS. THE DEPARTMENT OF HEALTH OFFERS PUBLIC HEALTH SERVICES, INCLUDING AMBULATORY MEDICAL CARE IN CLINICS. THE DEPARTMENT OF TRANSPORTATION MAINTAINS RESERVATION ROUTES AS PART OF THE REGULAR STATE HIGHWAY SYSTEM. ALSO INCLUDED ARE DISCUSSIONS OF SOCIAL SERVICES, LIBRARY SERVICES, HEALTH PROGRAMS, AND AMERICAN INDIAN CONFERENCES AND COUNCILS. THE CHAIRMAN'S REPORT ON THE 1970-71 PROGRESS OF THE INTERDEPARTMENTAL COMMITTEE AND THE ACCOMPLISHMENTS OF THE LEGISLATIVE SUBCOMMITTEE ON INDIAN AFFAIRS ARE RELATED. ADDRESSES OF THE 7 INTERDEPARTMENTAL COMMITTEE MEMBERS, THE 120 INDIAN INTEREST ORGANIZATIONS, AND 9 INDIAN RESERVATION LEADERS AND OFFICIALS ARE INCLUDED. (FF)

ACCESSION NUMBER: ED066281

PUBLICATION DATE: 30 OCT 69

TITLE: REPORT OF ANNUAL CONFERENCE ON INDIAN AFFAIRS (PIERRE BOARDING SCHOOL, PIERRE, SOUTH DAKOTA, OCTOBER 29-30, 1969).

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCE REPORTS; CULTURE CONFLICT; *EDUCATIONAL NEEDS; *ETHNIC GROUPS; GOVERNMENTAL STRUCTURE; HEALTH; *HIGHER EDUCATION; INDIVIDUAL POWER; NUTRITION; PROGRAM PLANNING; SCHOOL CONDITIONS

IDENTIFIER: *SIOUX INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 92P.

THE INSTITUTE OF INDIAN STUDIES AND THE UNITED SIOUX TRIBES JOINTLY SPONSORED A CONFERENCE ON 29-30 OCTOBER 1969. THE NEEDS OF THE AMERICAN INDIAN PEOPLE WERE DISCUSSED BY A LARGE CROSS SECTION OF INDIAN PARTICIPANTS. INDIAN CONCERN ABOUT EDUCATION AND THE MALPREPARATION OF INDIAN YOUTHS IN EDUCATION STOOD OUT. THE CONFERENCE REPORT IS DIVIDED INTO 3 SECTIONS: (1) THE VERBATIM TRANSCRIPTION OF REMARKS BY CONFEREES, AND SEQUENCES OF EVENTS TAKEN FROM STENOGRAPHIC NOTES AND TAPE RECORDINGS; (2) A DETAILED DISCUSSION OF EACH OF THE 15 SUBJECT AREAS DISCUSSED--INTERTRIBAL CONFLICT AND ACCOMMODATIONS, INTERNAL STRIFE, COLLEGE LEVEL COURSES IN THE DACOTAH LANGUAGE, ECONOMIC DEVELOPMENTS AND JOB OPPORTUNITIES, REQUESTS FOR SUPPORT OF AMERICAN INDIAN STUDENTS, OFF-RESERVATION (URBAN) NEEDS, SELF-DETERMINATION, NEED FOR INDIAN RADIO AND TELEVISION PROGRAMS, REVISION OF THE INDIAN REORGANIZATION ACT OF 1934, FINANCING OF INDIAN STUDENT ACTIVITIES BY THE INSTITUTE, DIRECTION TO BE TAKEN BY THE INSTITUTE IN MEETING THE NEEDS OF INDIAN PEOPLE, ESTABLISHMENT OF AN ALCOHOLIC REHABILITATION CENTER, REQUESTS FOR COURSES FOR JUNIOR MANAGERS, HEALTH, AND CREATION OF A NATIONAL PRARIE PARK TO BE CONTROLLED AND OPERATED BY AMERICAN INDIANS--THE ACTION OR PROPOSED ACTION, IF INDICATED, TAKEN BY THE INSTITUTE, AND LETTERS FROM CONFEREES EXPRESSING THEIR OPINIONS AFTER ARRIVING HOME; AND (3) A DISCUSSION OF CONFERENCE PLANS AND ADMINISTRATIVE ARRANGEMENTS. (FF)

AVAILABILITY: INSTITUTE OF INDIAN STUDIES, UNIVERSITY OF SOUTH DAKOTA, VERMILLION 57069 ($1.00)

ACCESSION NUMBER: ED066283

PUBLICATION DATE: 15 MAY 72

TITLE: FINANCING COLLEGE EDUCATION FOR INDIANS.

PERSONAL AUTHOR: MCKINLEY, FRANCIS; KINGSBURY, WARREN T.

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGES; COMMUNITY INVOLVEMENT; COORDINATORS; EDUCATIONAL CHANGE; *EDUCATIONAL FINANCE; *FINANCIAL SUPPORT; PROGRAM DESCRIPTIONS; SCHOLARSHIPS; STUDENT ADJUSTMENT; *STUDENT COLLEGE RELATIONSHIP; STUDENT LOAN PROGRAMS

IDENTIFIER: *ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 36P.; REPORT OF SHORT TERM INSTITUTE FOR COORDINATION OF FINANCIAL AID TO INDIANS, TEMPE, ARIZONA, AUGUST 24-26, 1971

FINANCING COLLEGE EDUCATION FOR AMERICAN INDIANS IS THE TOPIC OF THIS REPORT ON A SHORT-TERM INSTITUTE CONDUCTED AT ARIZONA STATE UNIVERSITY, TEMPE, BY THE UNIVERSITY OF ARIZONA'S DIVISION OF INDIAN AFFAIRS AND THE NATIONAL INDIAN TRAINING AND RESEARCH CENTER. THE OBJECTIVES OF THE PROGRAM WERE TO ENABLE THE PARTICIPANTS TO (1) IMPROVE THEIR ABILITY TO WORK EFFECTIVELY AND CONSTRUCTIVELY WITH INDIAN STUDENTS AND TO FIND POSSIBLE SOURCES OF FINANCIAL AID IN RELATIONSHIP TO VOCATIONAL-OCCUPATIONAL ASPIRATION, (2) DEVELOP STRONG ORGANIZATIONS TO SERVICE INDIAN STUDENTS, (3) ESTABLISH A COMMON PHILOSOPHY AND STANDARD PRACTICES WITH RESERVATION AND BUREAU OF INDIAN AFFAIRS (BIA) AREA OFFICES, (4) COORDINATE FINANCIAL RESOURCES IN THE INSTITUTION AND THE COMMUNITY AIMED AT INDIAN STUDENTS WITH EDUCATIONAL OR SOCIO-ECONOMIC BARRIERS TO HIGHER EDUCATION. THE PROBLEMS INDIAN STUDENTS ENCOUNTER IN OBTAINING FINANCIAL AID WERE UNCOVERED AND USED IN PLANNING THE PROGRAM. APPROXIMATELY 300 PERSONS WHO WORKED IN THE AREAS UNDER DISCUSSION WERE INVITED; 44 ACCEPTED. THE 44 PARTICIPANTS WERE DIVIDED INTO 4 GROUPS TO DISCUSS QUESTIONS IN 6 AREAS: INDIAN EDUCATION COORDINATORS, INDIAN EDUCATION COMMITTEES, COLLEGE FINANCIAL AIDS OFFICERS, COLLEGE INDIAN ADVISORS, BIA SCHOLARSHIP OFFICERS, AND HIGH SCHOOL COUNSELORS. DISCUSSIONS RANGED INTO COMMUNITY INVOLVEMENT, PROBLEMS OF BOTH STUDENTS AND FINANCIAL AIDS OFFICERS, STUDENT NEEDS, EDUCATIONAL REFORMS, AND THE PROBLEMS OF COMMUNICATION AND COORDINATION. A FIELD STUDY FOLLOW-UP AND RECOMMENDATIONS--THAT THE CRITERIA FOR FINANCIAL AIDS AWARDS NEED TO BE REVISED, THAT COUNSELING SHOULD BE MORE EFFECTIVE, AND THAT ADDITIONAL TRAINING SHOULD BE PROVIDED--ARE INCLUDED. (FF)

ACCESSION NUMBER: ED066417

PUBLICATION DATE: 72

TITLE: A HUMAN RELATIONS GUIDE FOR TEACHERS; LINGUISTIC MINORITIES IN THE CLASSROOM.

PERSONAL AUTHOR: EPSTEIN, ERWIN H., ED.; PIZZILLO, JOSEPH J., ED.

DESCRIPTOR: ACCULTURATION; AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM; BILINGUAL STUDENTS; CULTURAL AWARENESS; CULTURE CONFLICT; ELEMENTARY EDUCATION; ETHNIC STUDIES; *HUMAN RELATIONS; MEXICAN AMERICANS; *MINORITY GROUPS; PUERTO RICANS; RESOURCE MATERIALS; SECONDARY GRADES; TEACHING GUIDES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 101P.

THIS RESOURCE BOOK IS A COLLECTION OF ARTICLES, REPORTS OF CLASSROOM OBSERVATIONS, DISCUSSION QUESTIONS, LEARNING STRATEGIES, AND SUGGESTED CLASSROOM ACTIVITIES APPROPRIATE TO VARIOUS CURRICULAR AREAS SUCH AS LANGUAGE ARTS AND SOCIAL STUDIES ON TOPICS THAT OFTEN ARISE IN THE SCHOOLING OF CHILDREN FROM MINORITY GROUPS, ESPECIALLY FROM LINGUISTIC MINORITIES. ITS PURPOSE IS TO ENLIGHTEN TEACHERS AND SCHOOL PERSONNEL ABOUT THE IMPLICATIONS OF EDUCATING CHILDREN OF DIVERSE CULTURAL BACKGROUNDS, ESPECIALLY MEXICAN AMERICANS, PUERTO RICANS, AND AMERICAN INDIANS, TO ACCEPT AN "AMERICAN" ETHIC AND IDEAL. THE GUIDE IS ARRANGED INTO THREE MAJOR PARTS. I) SCHOOL-COMMUNITY RELATIONS EXAMINES SCHOOL AND MINORITY COMMUNITY ISSUES, AND INCLUDES SPECIAL SECTIONS ON YOUTH MILITANCY AS AN AUTHORITY REACTION AND ON THE USE OF BILINGUAL PROGRAMS AS A MEANS OF AVERTING OR RESOLVING TENSION. II) OBSERVATIONS OF LINGUISTIC GROUP BEHAVIOR IN THE CLASSROOM FOCUSES ON SCHOOL AND MINORITY CONFLICTS IN THE CLASSROOM, INCLUDING BOTH CONTROLLED STUDIES AND IN-CLASS OBSERVATIONS OF PUPIL-PUPIL AND TEACHER-PUPIL INTERACTION, AND PROVIDES A SPECIAL SECTION ON PROBLEMS OF LANGUAGE. III) HUMAN RELATIONS ACTIVITIES FOR TEACHERS CONCLUDES THE BOOK. (SJM)

AVAILABILITY: ERIC/CHESS, 855 BROADWAY, BOULDER, COLORADO 80302 (FOR LOAN ONLY)

ACCESSION NUMBER: ED066552

PUBLICATION DATE: 72

TITLE: EDUCATION AND THE MANY FACES OF THE DISADVANTAGED: CULTURAL AND HISTORICAL PERSPECTIVES.

PERSONAL AUTHOR: BRICKMAN, WILLIAM W., ED.; LEHRER, STANLEY, ED.

DESCRIPTOR: *AMERICAN HISTORY; AMERICAN INDIANS; COMPENSATORY EDUCATION PROGRAMS; *CULTURALLY DISADVANTAGED; *ECONOMIC DISADVANTAGEMENT; *EDUCATIONAL PROBLEMS; ETHNIC GROUPS; FEDERAL PROGRAMS; IMMIGRANTS; LOWER CLASS; MIDDLE CLASS; NEGROES; RURAL POPULATION; *SOCIAL DISADVANTAGEMENT; URBAN POPULATION

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 452P.

THIS BOOK EXAMINES VARIOUS TYPES OF THE DISADVANTAGED IN THE UNITED STATES, UNCOVERS REASONS FOR THE MULTIFACETED PROBLEM OF SOCIAL DEPRIVATION, AND INDICATES CONSTRUCTIVE WAYS, THROUGH EDUCATION, OF HELPING THE DISADVANTAGED. ATTENTION IS ALSO FOCUSED ON THE POOR AND DISADVANTAGED IN FOREIGN LANDS. THERE ARE TEN PARTS TO THE VOLUME: THE DISADVANTAGED IN URBAN AMERICA; THE BLACK AMERICAN; THE SPANISH-SPEAKING AMERICAN; THE NORTH AMERICAN INDIAN; THE IMMIGRANT AND REFUGEE IN AMERICA; THE RURAL POOR AND AMERICA'S UNDEREDUCATED ADULT; THE MIDDLE CLASS AS CULTURALLY DEPRIVED; THE CULTURALLY DISADVANTAGED READER; THE TEACHER AND FEDERAL PROGRAMS FOR THE DISADVANTAGED; AND, THE DISADVANTAGED IN INTERNATIONAL PERSPECTIVE. ALSO INCLUDED IS AN EXTENSIVE BIBLIOGRAPHY ON THE SCHOOL AND THE CHILDREN OF THE POOR. (AUTHOR/JM)

AVAILABILITY: JOHN WILEY & SONS, INC., 605 THIRD AVENUE, NEW YORK, N. Y. 10016 ($5.95)

ACCESSION NUMBER: ED067105

PUBLICATION DATE: 72

TITLE: THE AMERICAN INDIAN: A SELECTED BIBLIOGRAPHY OF DISTINGUISHED TITLES LOCATED IN THE EAST TEXAS STATE UNIVERSITY LIBRARY; A PORTRAYAL OF THE AMERICAN INDIAN OF THE PAST AND IN CONTEMPORARY SOCIETY.

PERSONAL AUTHOR: CLEVELAND, MARY L., COMP.

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIES; UNIVERSITY LIBRARIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.;(200 REFERENCES)

AMERICAN INDIANS OF THE PAST AND PRESENT ARE THE TOPIC OF THE 200 ITEM BIBLIOGRAPHY. THE TITLES LISTED ARE HOLDINGS OF THE EAST TEXAS STATE UNIVERSITY LIBRARY IN COMMERCE, TEXAS. (SJ)

ACCESSION NUMBER: ED067106

PUBLICATION DATE: 72

TITLE: A BIBLIOGRAPHY OF AFRO-AMERICAN AND OTHER AMERICAN MINORITIES REPRESENTED IN LIBRARY AND LIBRARY-RELATED LISTINGS.

PERSONAL AUTHOR: JACKSON, CLARA O.

DESCRIPTOR: *AFRICAN AMERICAN STUDIES; *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *ETHNIC GROUPS; JAPANESE AMERICANS; JEWS; *LIBRARY MATERIALS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 51P.;(255 REFERENCES); BIBLIOGRAPHICAL SERIES NO.9 (1972); SUPPLEMENT TO BIBLIOGRAPHICAL SERIES NO. 7 (1970)

THE MATERIALS LISTED IN THIS BIBLIOGRAPHY CONTAIN INFORMATION ABOUT EVERY MINORITY GROUP LIVING IN THE UNITED STATES. (NH)

AVAILABILITY: AMERICAN INSTITUTE FOR MARXIST STUDIES, 20 EAST 30TH STREET, NEW YORK, N. Y. 10016 ($1.50)

ACCESSION NUMBER: ED067172

PUBLICATION DATE: JUL 72

TITLE: THE CHANGE IN SELF-IMAGE OF OGLALA SIOUX NINTH GRADE STUDENTS THROUGH THE DEVELOPMENT AND TESTING OF AN INDIAN CULTURE CURRICULUM. FINAL REPORT.

PERSONAL AUTHOR: ONE FEATHER, VIVIAN

DESCRIPTOR: *AMERICAN INDIANS; COMPARATIVE ANALYSIS; *CULTURAL BACKGROUND; *CURRICULUM DEVELOPMENT; ECONOMICS; EXPERIMENTAL CURRICULUM; FAMILY RELATIONSHIP; *GRADE 9; GROUP STRUCTURE; INSTRUCTIONAL MATERIALS; LEGENDS; RECREATIONAL ACTIVITIES; *SELF CONCEPT; TESTING

IDENTIFIER: *OGLALA SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

TO ENABLE THE STUDENT TO BETTER HIS SELF-IMAGE, THIS PROJECT ENDEAVORS TO GIVE THE STUDENT OPPORTUNITY TO ACQUIRE FACTUAL KNOWLEDGE AS WELL AS NEW EXPERIENCE AND SKILLS. THROUGH AN INTEGRATED PROGRAM OF INSTRUCTIONAL MATERIALS, THE 9TH GRADE OGLALA SIOUX STUDENT STUDIES THE HISTORY AND CULTURE OF THE OGLALA PEOPLE ON THE PINE RIDGE INDIAN RESERVATION. THE BASIC MATERIALS WERE COLLECTED THROUGH INTERVIEWS WITH OGLALA SIOUX ELDERS AND AVAILABLE READING MATERIALS AND PHOTOGRAPHS. THE 6 INSTRUCTIONAL UNITS COVER TOPICS SUCH AS: KINSHIP STRUCTURE, LAND, ECONOMY, GAMES, LEGENDS, AND GOVERNMENT. EVALUATION WAS BASED ON PRE-TESTING AND POST-TESTING 9TH GRADERS WITH COMPARATIVE ANALYSIS WITH 9TH GRADE STUDENTS IN A CONTROL GROUP. THE APPENDED CURRICULA GUIDE LISTS (1) THE GENERAL PRINCIPLES AND OBJECTIVES OF AN INDIAN STUDIES CURRICULUM FOR PINE RIDGE INDIAN RESERVATION AND (2) THE CONCEPTS, OBJECTIVES, ATTITUDES, AND RESOURCES FOR EACH UNIT OF THE NINTH GRADE OGLALA SIOUX CURRICULUM. THE TEXTS OF THE 6 UNITS ARE UNDER SEPARATE COVERS IN THIS REPORT. (AUTHOR/FF)

ACCESSION NUMBER: ED067174

PUBLICATION DATE: MAR 71

TITLE: INDIAN ENROLLMENTS AND TUITION WAIVERS AT FORT LEWIS COLLEGE. REPORT TO THE COLORADO GENERAL ASSEMBLY.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE ADMISSION; COLLEGE ROLE; EQUAL EDUCATION; FINANCIAL POLICY; *LEGAL RESPONSIBILITY; *STATE ACTION; *STUDENT ENROLLMENT; *TUITION GRANTS

IDENTIFIER: COLORADO; *FORT LEWIS COLLEGE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 66P.

THE LEGAL AND HISTORICAL DEVELOPMENTS LEADING TO THE TUITION-FREE WAIVERS FOR AMERICAN INDIANS AT FORT LEWIS COLLEGE, COLORADO, ALONG WITH SUCH TOPICS AS THE 1970 CHANGE IN POLICY AND THE DECISION TO LIMIT INDIAN TUITION WAIVERS, ARE DISCUSSED IN THE 1971 REPORT SUBMITTED TO THE COLORADO GENERAL ASSEMBLY BY THE COMMITTEE ON INDIAN ENROLLMENT PROBLEMS, APPOINTED IN 1970 BY THE LEGISLATIVE COUNCIL. THE STATE BOARD OF AGRICULTURE AND THE COLLEGE ADMINISTRATION ACTIONS TO LIMIT INDIAN TUITION-FREE WAIVERS HAD AROUSED OPPOSITION BY INDIAN STUDENTS AND INDIAN ORGANIZATIONS. HOWEVER, THE COMMITTEE FOUND THAT TUITION-FREE ADMISSION OF INDIANS WAS ON A COLLISION COURSE WITH THE BUDGETARY LIMITATIONS SET BY THE GENERAL ASSEMBLY. THE COMMITTEE EXAMINED THE MORAL AND LEGAL OBLIGATIONS OF THE STATE AND RECOMMENDED HOUSE BILL 1452, WHICH, WHILE ATTEMPTING TO RESOLVE QUESTIONS CONCERNING LEGAL OBLIGATIONS, RECOMMENDS CONTINUATION OF THE SPECIAL PROGRAM OF INDIAN EDUCATION. THE COMMITTEE ALSO RECOMMENDED TUITION POLICIES FOR RESIDENT AND NONRESIDENT INDIANS AND SUGGESTED POSSIBILITIES FOR SEEKING OUTSIDE FUNDING. APPENDIXES INCLUDE HISTORICAL LEGAL DOCUMENTS CONCERNING FORT LEWIS COLLEGE AND THE COLORADO ATTORNEY GENERAL'S LEGAL OPINION CONCERNING STATE LAW AND FORT LEWIS COLLEGE. (FF)

ACCESSION NUMBER: ED067175

PUBLICATION DATE: DEC 71

TITLE: FORT LEWIS COLLEGE INDIAN TUITION GRANTS: PART II. LEGISLATIVE COUNCIL REPORT TO THE COLORADO GENERAL ASSEMBLY.

DESCRIPTOR: *AMERICAN INDIANS; COMMITTEES; *ENROLLMENT; FEDERAL AID; FINANCIAL NEEDS; INCOME; *LEGISLATION; NONRESIDENT STUDENTS; RESIDENT STUDENTS; STATE OFFICIALS; *STUDENT COLLEGE RELATIONSHIP; *TUITION GRANTS

IDENTIFIER: COLORADO; *FORT LEWIS COLLEGE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 54P.

THE OBJECTIVE OF PART II OF THE COLORADO LEGISLATIVE COUNCIL'S COMMITTEE ON AMERICAN INDIAN ENROLLMENT PROBLEMS REPORT IS TO RECOMMEND POLICIES AND PROCEDURES FOR DEALING WITH AMERICAN INDIAN TUITIONS AND INDIAN EDUCATION AT FORT LEWIS COLLEGE. THE COMMITTEE MEMBERS WORKED WITH THE COLORADO CONGRESSIONAL DELEGATION AND REPRESENTATIVES OF THE U.S. DEPARTMENTS OF INTERIOR AND HEALTH, EDUCATION, AND WELFARE IN AN EFFORT TO ASSURE ADEQUATE FUNDING FOR THE INDIAN EDUCATION PROGRAM AND FINANCIAL ASSISTANCE FOR INDIVIDUAL INDIAN STUDENTS ATTENDING FORT LEWIS COLLEGE. TOPICS DISCUSSED INCLUDE HOUSE BILL 1452; THE LONG APPROPRIATION BILL, SENATE BILL 436 (1971); THE JOINT BUDGET COMMITTEE'S 1971 APPROPRIATION REPORT; INDIAN ENROLLMENT AND FINANCIAL AIDS DURING THE 1971 FALL REGISTRATION; AND THE USE OF THE HESPERUS PROPERTY AND THE HESPERUS ACCOUNT. RECOMMENDATIONS BY THE COMMITTEE COVER THE FOLLOWING AREAS: CONTINUATION OF INDIAN EDUCATION, HOUSE BILL 1452, TUITION GRANTS FOR INDIAN STUDENTS, FEDERAL FUNDING, USE OF THE PROPERTY AT HESPERUS, INDIAN MEMBERSHIP ON THE EXPERIMENT STATION ADVISORY COMMITTEE, AND USE OF THE HESPERUS ACCOUNT. ALSO INCLUDED ARE 2 APPENDIXES SHOWING HOUSE JOINT RESOLUTION 1029 AND A CHAPTER OF HOUSE BILL 1452, "SCHOOLS II--STATE UNIVERSITIES, COLLEGES, AND ACADEMIES." IN A THIRD APPENDIX, THE POLICY, IN ACCORDANCE WITH HOUSE BILL 1452, GOVERNING INDIAN ENROLLMENT AND TUITION WAIVERS AT FORT LEWIS COLLEGE IS SHOWN. (FF)

ACCESSION NUMBER: ED067177

PUBLICATION DATE: JUL 70

TITLE: THE FORMAL EDUCATION OF MENOMINEE INDIAN CHILDREN: RECENT EDUCATIONAL BACKGROUND CONDITIONS.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; *COMMUNITY ACTION; CULTURAL BACKGROUND; ECONOMIC FACTORS; *EDUCATIONAL BACKGROUND; *EDUCATIONAL ENVIRONMENT; PERFORMANCE FACTORS; *SOCIOECONOMIC STATUS; TABLES (DATA)

IDENTIFIER: *MENOMINEE INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 96P.

WHAT THE MENOMINEE INDIAN PARENTS AND THEIR FRIENDS THINK ARE THE PROBLEMS WITH AMERICAN INDIAN EDUCATION IN SHAWANO JOINT SCHOOL DISTRICT NO. 8, MINNESOTA, IS TREATED IN THIS DOCUMENT, IN WHICH, THE AUTHORS STATE, THE BRIEF TEXT IS TO BE FOLLOWED BY EXTENSIVE APPENDIXES CAREFULLY CONSTRUCTED TO PROVIDE SCARCE AND RELEVANT MATERIALS DOCUMENTING THE GENERALIZATIONS MADE IN THE TEXT. THE TEXT INCLUDES THE MENOMINEE EDUCATIONAL BILL OF RIGHTS AND A SUMMARY DESCRIBING THE CONSOLIDATION OF THE SHAWANO SCHOOL DISTRICT, THE STABLE SCHOOL BOARD MEMBERSHIP, THE SCHOOL DISTRICT CONDITIONS, THE SCHOOL ADMINISTRATORS, THE FINANCIAL SITUATION, A TITLE III ELEMENTARY AND SECONDARY EDUCATION ACT PROJECT, A STATEMENT OF NEED, AND THE MENOMINEE INDIAN STUDENT TEST PERFORMANCE CHARACTERISTICS. THE SUMMARY DESCRIBES GENERALLY THE EDUCATIONAL BACKGROUND CONDITIONS PERTINENT TO UNDERSTANDING THE PROBLEMS OF MENOMINEE INDIAN EDUCATION. THE APPENDIXES INCLUDE A DOCUMENT ON THE "OPERATIONS OF OFFICE OF EDUCATION (CONFLICT OF INTEREST--PROPOSED GRANT FOR COMPUTERIZED CLASSROOM)"; AN ARTICLE, "CULTURAL ABSORPTION THREATENS TRIBE"; FURTHER TEST PERFORMANCE DATA ON MENOMINEE INDIAN CHILDREN; AND NEWSPAPER CLIPPINGS DATING FROM THE SUMMER OF 1966 TO JULY 20, 1970. (FF)

ACCESSION NUMBER: ED067180

PUBLICATION DATE: 69

TITLE: OUR BROTHER'S KEEPER: THE INDIAN IN WHITE AMERICA.

PERSONAL AUTHOR: CAHN, EDGAR S., ED.; HEARNE, DAVID W., ED.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; BUREAUCRACY; CULTURAL BACKGROUND; *EDUCATION; *GOVERNMENT ROLE; *HEALTH SERVICES; HUMAN LIVING; *LAND USE; RESERVATIONS (INDIAN); ROLE CONFLICT; SOCIOECONOMIC INFLUENCES; TRIBES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 193P.

THE TEXT DESCRIBES THE AMERICAN INDIAN'S FRUSTRATIONS WITH HIS CLOSED WORLD, WHICH THWARTS AND PENALIZES INDIVIDUAL AND TRIBAL SELF-REALIZATION, WHICH REWARDS AND PERPETRATES DEPENDENCY, AND WHICH DEMANDS ALIENATION FROM ONE'S HERITAGE AS A PRICE FOR SURVIVAL. AMERICAN SOCIETY IS DESCRIBED AS ARROGANT AND AS ATTEMPTING TO INSURE THAT BY SYSTEMATIC EFFORT IT WILL DESTROY OR ABSORB THE AMERICAN INDIAN. THE BOOK IS DIVIDED INTO 4 PARTS. PART 1, "PIECES OF A PUZZLE," INCLUDES ANECDOTES GATHERED BY LISTENING TO INDIANS ON RESERVATIONS, AT CEREMONIAL CAMP FIRES, IN HOGANS OR HOUSES OR HUTS, ON THE BANKS OF THE COLUMBIA RIVER, IN UPPER STATE NEW YORK, ALASKA, NEW MEXICO, CALIFORNIA, OKLAHOMA, THE DAKOTAS, NEVADA, AND THE HAVASUPAI CANYON. PART 2, "HOW NOT TO HELP A PEOPLE HELP THEMSELVES; A SELECTIVE EXAMINATION OF GOVERNMENTAL APPROACHES TO INDIANS," IS SUBDIVIDED INTO EDUCATION AS WAR, WHITE MAN'S MEDICINE: THE INDIAN AND THE PUBLIC HEALTH SERVICE, INDIAN LAND--A DWINDLING ASSET, AND BUREAU OF INDIAN AFFAIRS' 3 LESSONS. PART 3, "BARRIERS TO CHANGE" INCLUDES A CASE STUDY IN BUREAUCRACY, THE COMPROMISED ADVOCATE, AND WINNING THE WEST: CONGRESS' UNFINISHED BUSINESS. IN PART 4, "CIVILIZING THE WHITE MAN," THE AMERICAN INDIAN'S CONTRIBUTIONS TO THE WHITE MAN ARE LISTED. A POSTSCRIPT, WHERE DO WE GO FROM HERE, SUGGESTS THAT THE AMERICAN INDIANS SHOULD BE ALLOWED TO SHAPE THEIR OWN POLICIES AND PRIORITIES. (FF)

AVAILABILITY: WORLD PUBLISHING CO., 110 EAST 59TH STREET, NEW YORK, NEW YORK 10022 ($3.95 PLUS HANDLING)

ACCESSION NUMBER: ED067181

PUBLICATION DATE: JUN 72

TITLE: THE STRUCTURE OF MECHANICAL APTITUDE IN SEVERAL CULTURAL ENVIRONMENTS.

PERSONAL AUTHOR: BOWD, ALAN D.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *CROSS CULTURAL STUDIES; *CULTURAL ENVIRONMENT; FACTOR ANALYSIS; INTELLIGENCE; LANGUAGE; *MECHANICAL SKILLS; PSYCHOLOGY; SOCIOECONOMIC STATUS; *TECHNOLOGY; VOCATIONAL INTERESTS

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE CANADIAN PSYCHOLOGICAL ASSOCIATION, MONTREAL, CANADA, JUNE 1972

THE OBJECTIVES OF THIS STUDY WERE TO EXAMINE SOME VARIATIONS IN THE STRUCTURE OF THOSE ABILITIES GENERALLY CONSIDERED TO CONSTITUTE MECHANICAL APTITUDE AND TO FOCUS ATTENTION ON THE PROBLEM OF COMPARING FACTORIAL STRUCTURES ARISING IN DIFFERENT CULTURAL GROUPS. THE SAMPLE WAS COMPOSED OF 172 BOYS, AGED 12 TO 14, FROM 5 SEPARATE CANADIAN COMMUNITIES. CULTURAL ENVIRONMENT WAS ASSESSED BY A QUESTIONNAIRE ADMINISTERED TO THE BOYS, AND MECHANICAL APTITUDE WAS MEASURED THROUGH THE USE OF A BATTERY OF 8 STANDARDIZED TESTS. THE RESULTS OF THE STUDY SUGGESTED THAT EXTENSIVE DIFFERENCES EXIST IN THE PATTERNING AND LEVELS OF ABILITY AMONG GROUPS OF CANADIAN BOYS FROM DIVERSE CULTURAL ENVIRONMENTS. (PS)

64

ACCESSION NUMBER: ED067187

PUBLICATION DATE: 72

TITLE: SCHOLARSHIPS FOR AMERICAN INDIANS, 1972.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; FEDERAL PROGRAMS; *HIGHER EDUCATION; OPPORTUNITIES; *SCHOLARSHIPS; STATE FEDERAL AID; VETERANS; *VOCATIONAL EDUCATION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS (BIA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 109P.

THE 1972 SCHOLARSHIP BOOKLET FOR AMERICAN INDIANS PRESENTS PERTINENT INFORMATION ON SCHOLARSHIP OPPORTUNITIES SPECIFICALLY DESIGNATED FOR COLLEGE-BOUND INDIAN YOUTH. THE BOOKLET IS DIVIDED INTO 2 SECTIONS. CHAPTER 1 REFLECTS AMERICAN INDIAN AID AVENUES. CHAPTER 2 IS A COMPILATION OF AVAILABLE FEDERAL AND STATE STUDENT AID PROGRAMS. EACH CHAPTER IS SUBDIVIDED INTO SPECIAL EMPHASIS CATEGORIES. IN CHAPTER 1, THE SUB-SECTIONS DEALING WITH CAREER PLANNING, PRIMARY SCHOLARSHIP SOURCES, AND FINANCIAL AID OVERVIEWS ARE DESIGNED TO CREATE AN EARLY INTEREST AND A WORKING UNDERSTANDING OF POST-HIGH ACADEMIC PURSUIT. THE SUB-SECTION AMERICAN INDIAN OPPORTUNITIES PROVIDES A CURRENT SYNOPSIS OF WELL OVER 100 SPECIFIC SOURCES OF AID AND DEFINED INFORMATION REGARDING THE BUREAU OF INDIAN AFFAIRS HIGHER EDUCATION PROGRAM. IN CHAPTER 2, SUB-SECTION A AND B DEFINE A NUMBER OF FEDERAL AND NON-FEDERAL SPONSORED UNDERGRADUATE AND GRADUATE PROGRAMS BY SPECIFIC CATEGORY. SUB-SECTION C IS DEDICATED TO AVAILABLE GRADUATE PROGRAMS, WHILE SUB-SECTION D LISTS A NUMBER OF POST-DOCTORAL TRAINING ASSISTANCE PROGRAMS. SUB-SECTION E IS A CURRENT LISTING OF STATE-BY-STATE STUDENT FINANCIAL ASSISTANCE RESOURCES. THE BIBLIOGRAPHY PROVIDES AN ALPHABETICAL CATALOGUE OF SOURCES OF INFORMATION PERTAINING TO COLLEGES, CAREERS, AND FINANCIAL ASSISTANCE FOR INDIAN STUDENTS. (AUTHOR/FF)

ACCESSION NUMBER: ED067195

PUBLICATION DATE: 72

TITLE: ALASKA'S URBAN BOARDING HOME PROGRAM: INTERPERSONAL RELATIONSHIPS BETWEEN INDIAN AND ESKIMO SECONDARY STUDENTS AND THEIR BOARDING HOME PARENTS.

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: AMERICAN INDIANS; *BOARDING HOMES; *ESKIMOS; INTERACTION; *INTERPERSONAL RELATIONSHIP; PARENT SCHOOL RELATIONSHIP; PARENT STUDENT RELATIONSHIP; RURAL YOUTH; *SECONDARY SCHOOL STUDENTS; SOCIAL EXCHANGE THEORY; TEST RESULTS; TYPOLOGY; *URBAN AREAS

IDENTIFIER: ALASKA; *ATHABASCAN INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 112P.

THE STUDY EXPLORES THE INTERPERSONAL TENSIONS THAT DEVELOP IN AN EXCEPTIONALLY INTIMATE AND AMBIGUOUS CROSS-CULTURAL RELATIONSHIP--THAT OF ALASKA'S URBAN BOARDING HOME PARENTS AND THE ATHABASCAN INDIAN AND ESKIMO ADOLESCENTS PLACED IN THEIR HOMES WHILE ATTENDING URBAN SECONDARY SCHOOLS. MANY OF THE STUDENTS ARE FROM REMOTE ALASKAN VILLAGES WHICH DO NOT HAVE HIGH SCHOOLS. FROM THE PERSPECTIVE OF SOCIAL EXCHANGE THEORY, THIS STUDY CONSIDERS HOW THE MUTUAL EXCHANGE OF REWARDS AND COSTS IN THE BOARDING HOME PARENT-STUDENT RELATIONSHIP INFLUENCES EACH PARTY'S LEVEL OF SATISFACTION. RATHER THAN FOCUSING ON THE CHARACTERISTICS OF RURAL STUDENTS WHO SUCCESSFULLY ADJUST TO THE URBAN ENVIRONMENT, ATTENTION IS GIVEN TO THE CHARACTERISTICS OF BOARDING HOME PARENTS WHO DEVELOP SATISFACTORY RELATIONSHIPS WITH STUDENTS. THE METHOD OF OBTAINING INFORMATION CONSISTED PRIMARILY OF INTERVIEWING BOARDING HOME PARENTS AND STUDENTS. THREE RECOMMENDATIONS WERE MADE: (1) A SYSTEM OF HIGH SCHOOL OPTIONS IS NEEDED IN RURAL SECONDARY SCHOOL PLANNING; (2) AS OTHER SECONDARY SCHOOL ALTERNATIVES BECOME AVAILABLE TO RURAL STUDENTS, THE BOARDING HOME PROGRAM SHOULD BECOME MUCH MORE SELECTIVE IN THE TYPES OF BOARDING HOME PARENTS CHOSEN; AND (3) THE ROLE OF THE BOARDING HOME PARENTS SHOULD BE DEFINED IN A WAY THAT CONFIRMS THE STATUS AND LEGITIMATE AUTHORITY OF THE STUDENT'S NATURAL PARENTS. IN THE 3 APPENDIXES, TEST SCORES ARE PRESENTED IN TABULAR FORM, METHODOLOGY IS DISCUSSED, AND THE INTERVIEW FORMS ARE SHOWN. (FF)

ACCESSION NUMBER: ED067196

PUBLICATION DATE: MAR 72

TITLE: THE FORGOTTEN PEOPLE....

PERSONAL AUTHOR: DOCKSTADER, JOHN, COMP.

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; *DISADVANTAGED GROUPS; GOVERNING BOARDS; GROUP STATUS; INDIVIDUAL POWER; *POLITICAL POWER; *RECOGNITION; *SELF ACTUALIZATION

IDENTIFIER: CANADA; *METIS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

THE PLIGHT OF THE APPROXIMATELY 500,000 METIS, PEOPLE OF INDIAN AND MIXED BLOOD, AND NON-STATUS INDIANS, PEOPLE OF INDIAN ANCESTRY WHO HAVE LOST THEIR STATUS FOR ONE REASON OR ANOTHER, HAS BEEN IGNORED BOTH BY THE FEDERAL GOVERNMENT AND THE PROVINCIAL GOVERNMENTS OF CANADA. THE METIS AND NON-STATUS INDIANS HAVE WON GROUP RECOGNITION BY ORGANIZING THEMSELVES IN THE DIFFERENT PROVINCIAL AREAS OF CANADA. THE NATIVE COUNCIL OF CANADA, ORGANIZED BY THE METIS AND NON-STATUS INDIANS TO SERVE THEM AT THE FEDERAL LEVEL BY WORKING WITH THE FEDERAL GOVERNMENT AGENCIES AND DEPARTMENTS, PARLIAMENTARIANS, THE NATIONAL INDIAN BROTHERHOOD, INUIT TAPIRISAT OF CANADA, AND OTHER ORGANIZATIONS, IS WORKING TO ACHIEVE THE GOAL FOR THE METIS AND NON-STATUS INDIANS OF FULL NATIVE PARTICIPATION IN THE MAINSTREAM OF CANADA'S SOCIAL, CULTURAL, AND ECONOMIC LIFE. PHOTOGRAPHS OF "THE FORGOTTEN PEOPLE" AND MAPS OF CANADA'S PROVINCIAL AREAS ARE INCLUDED. (FF)

ACCESSION NUMBER: ED067207

PUBLICATION DATE: 71

TITLE: RED CLOUD. THE STORY OF AN AMERICAN INDIAN.

PERSONAL AUTHOR: MCGAA, ED

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *BIOGRAPHIES; CHRISTIANITY; GOVERNMENT ROLE; *LAND ACQUISITION; LAWS; *LEADERSHIP

IDENTIFIER: *RED CLOUD; SIOUX INDIANS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 54P.

A BIOGRAPHY OF RED CLOUD, A SIOUX CHIEF (1822-1909), THE BOOK IS WRITTEN FOR UPPER ELEMENTARY AND JUNIOR HIGH SCHOOL READERS, AS WELL AS FOR OLDER READERS. THE TEXT DESCRIBES RED CLOUD'S ENCOUNTERS WITH THE WHITE MEN WHILE DEFENDING THE SIOUX HUNTING GROUNDS IN SOUTH DAKOTA AND NEBRASKA. THAT RED CLOUD FOUGHT ONLY WITH WORDS AND NEVER WITH WEAPONS AFTER HE SIGNED THE TREATY OF 1868 IS ALSO DISCUSSED. RED CLOUD IS DESCRIBED AS AN ELOQUENT SPOKESMAN FOR THE SIOUX PEOPLE. CONTENTS OF THE TEXT ARE AS LISTED: (1) CIRCLE OF HIS PEOPLE, (2) BRAVE STAND, (3) BY WIT AND WORD, (4) AGENTS, MISSIONARIES, COMMISSIONERS, (5) LAST YEARS, AND (6) FIFTH GENERATION. ALSO INCLUDED ARE HISTORICAL PHOTOGRAPHS OF THE LAKOTA OR SIOUX PEOPLE. (FF)

AVAILABILITY: DILLON PRESS, 106 WASHINGTON AVENUE, NORTH, MINNEAPOLIS, MINNESOTA 55401 ($3.95 PLUS POSTAGE AND HANDLING)

ACCESSION NUMBER: ED067208

PUBLICATION DATE: 72

TITLE: INDIANS OF CANADA. JACKDAW NO. C16.

PERSONAL AUTHOR: ROGERS, EDWARD, COMP.; IRWIN, CLARKE, COMP.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; *HISTORY; *INSTRUCTIONAL MATERIALS; *LEGAL RESPONSIBILITY; *MAPS; PHONOTAPE RECORDINGS

IDENTIFIER: *CANADA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 53P.

THE JACKDAW PACKET CONTAINS HISTORICAL DOCUMENTS DEALING WITH CANADIAN INDIANS. THE PACKET MAY BE USED FOR SENIOR HIGH SCHOOL AND COLLEGE LEVEL STUDENTS. INCLUDED ARE A REPRODUCTION OF A BIRCHBARK SCROLL OWNED BY AN OJIBWA MEDICINE SOCIETY, SHOWING MEMBERSHIP SYMBOLS KNOWN ONLY TO THE SOCIETY; A SPEECH (1743) BY AN INDIAN CHIEF, AS TRANSCRIBED INTO A JOURNAL, AT THE OPENING OF TRADING ON THE HUDSON BAY; A BILL OF LADING (C. 1800) FOR A CANOE OF THE NORTH WEST COMPANY AS IT LEFT MONTREAL; AN ILLUSTRATION OF THE INDIAN CULTURE AREAS OF CANADA INDICATING GROUPINGS OF INDIANS BY SIMILAR LIFE STYLES; A RECORD, CONTAINING INDIAN SONGS AND CHANTS; A JESUIT MAP OF THE UPPER GREAT LAKES (1682) SHOWING THE LOCATION OF INDIANS AND MISSIONS BETWEEN THE MISSISSIPPI (COLBERT) RIVER AND LAKE ONTARIO; A MAP OF NEW DISCOVERIES IN NORTH AMERICA PUBLISHED IN LONDON BY ARROWSMITH (1796); AND A MANITOBAN, WINNIPEG NEWSPAPER, 11 OCTOBER 1873, REPORT ON TREATY NO. 3 BETWEEN THE CREE AND OJIBWA INDIANS AND LIEUTENANT-GOVERNOR MORRIS AND HIS PARTY. ALSO, INDIAN UNREST IS REPORTED: A LONG REPORT OF THE UPRISING OF 1869-70 AT RED RIVER, CONCERNING THE EXECUTION OF THOMAS SCOTT, AN ONTARIO ORANGEMEN, AND CLIPPINGS OF REPORTS AND COMMENTS ON THE ALERT BAY POTLATCH RAID (1922-23) AND ON THE INDIAN PROTEST AT KENORA (NOVEMBER 1965) ARE TAKEN FROM THE BRITISH COLUMBIA NEWSPAPER. ALSO CONTAINED IN THIS PACKET ARE A LIST OF THINGS TO THINK ABOUT, THINGS TO DO, AND A BIBLIOGRAPHY FOR MORE READING. (FF)

AVAILABILITY: GROSSMAN PUBLISHERS, 625 MADISON AVENUE, NEW YORK, NEW YORK 10022 ($3.95)

ACCESSION NUMBER: ED067209

PUBLICATION DATE: JUL 70

TITLE: INDIAN AMERICANS IN SOUTHSIDE MINNEAPOLIS: ADDITIONAL FIELD NOTES FROM THE URBAN SLUM.

PERSONAL AUTHOR: GIBBONS, RICHARD P.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY SURVEYS; *FIELD INTERVIEWS; *PROBLEMS; *URBAN SLUMS

IDENTIFIER: *MINNEAPOLIS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

A SURVEY CONDUCTED BY 8 UNIVERSITY OF MINNESOTA STUDENTS WAS TAKEN IN THE URBAN SLUM OF MINNEAPOLIS. THE SURVEY WAS CONCERNED WITH THE CONTEMPORARY SITUATION OF URBAN AMERICAN INDIANS AND WITH THE ATTITUDES OF LOCAL BUSINESSMEN TOWARD URBAN INDIANS. THE METHOD USED INVOLVED RECORDING RESPONDENT'S ANSWERS, AND MUCH OF THE CONTENT OF THE RESPONDENT'S ANSWERS ARE REPORTED IN THE FORM OF DIRECT QUOTES. RESPONDENTS WERE SELECTED FROM A REPRESENTATIVE SAMPLE OF ESTABLISHMENTS IN THE AREA--PUBLIC AGENCIES, RELIGIOUS AGENCIES, THRIFT SHOPS, RETAIL STORES, AND GAS STATIONS. QUESTIONS WERE BASED ON THE INSTRUCTOR'S QUESTIONS, AND THE DATA ARE PRESENTED IN ANALYZED FORM. IN EVALUATING THE STUDY, IT WAS CONCLUDED THAT THE RESPONDENTS VOICED WHAT THEY BELIEVED THE INTERVIEWERS WANTED TO HEAR. THIS SUSPICION WAS BASED ON 2 OBSERVATIONS: (1) MANY ANSWERS WERE QUALIFIED IN SUCH A WAY AS TO CONTRADICT THE BASIC RESPONSE, AND MANY AMBIGUITIES MADE IT DIFFICULT TO UNDERSTAND WHAT THE RESPONDENTS FELT. MANY RESPONSES SEEMED TO BE GIVEN WITH AN ATTITUDE OF CAUTION AND LACK OF THOUGHT OR INTEREST, ALTHOUGH A STATISTICAL SUMMARY OF THE RESPONSES WAS ATTEMPTED. (2) THE EXPERIENCES OF THE INFORMANTS WITH AMERICAN INDIANS APPEARED TO BE EXTREMELY MINIMAL. THE ONLY CONTACT SEEMED TO BE THROUGH THE BUYING-SELLING RELATIONSHIP. FROM THIS FACT, IT WAS ASSUMED THAT MUCH OF THE RESPONSES WERE BASED ON HEARSAY AND PERSONALLY UNTESTED IDEOLOGICAL OPINIONS. (FF)

ACCESSION NUMBER: ED067210

PUBLICATION DATE: AUG 68

TITLE: A COMPARISON OF THE EXPERIENCES OF INDIANS AND NEGROES IN AMERICAN SOCIETY.

PERSONAL AUTHOR: PATTERSON, HAROLD L.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL DIFFERENCES; DISADVANTAGED GROUPS; *HISTORY; *INDIVIDUAL CHARACTERISTICS; LEGAL RESPONSIBILITY; *NEGROES; SOCIOCULTURAL PATTERNS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 74P.

THE PAPER PRESENTS A COMPARISON OF THE EXPERIENCES OF AMERICAN INDIANS AND NEGROES IN THE AMERICAN SOCIETY. THE PREMISE OF THIS PAPER IS THAT NEGROES AND AMERICAN INDIANS HAVE DIFFERENT BACKGROUNDS, DIFFERENT CULTURES, DIFFERENT ASPIRATIONS, AND DIFFERENT PHILOSOPHIES OF LIFE AND THAT NEITHER HAVE BEEN ASSIMILATED BY THE AMERICAN SOCIETY. AS A RESULT THEIR PROBLEMS ARE SIMILAR, BUT THE CURE IS NOT THE SAME BECAUSE THE CAUSE IS NOT THE SAME. THE SUBSEQUENT DIVISIONS OF THIS PAPER ARE DEVOTED TO DISCUSSIONS OF THE MAIN CHARACTERISTICS OF THE NEGRO AND INDIAN ROLES IN THE AMERICAN SOCIETY, A DIFFERENTIATION OF THEIR PROBLEMS AND GOALS, AND SOME SUGGESTIONS FOR AN IMPROVEMENT OF WHITE RELATIONSHIPS WITH THE INDIANS--WHICH MAY OR MAY NOT BE APPROPRIATE FOR NEGROES. IN ADDITION, A BIBLIOGRAPHY AND LETTERS FROM CHESTER BABCOCK, WASHINGTON STATE ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION, TO HAROLD PATTERSON, PRINCIPAL OF THE TAHOLAH SCHOOL, AND FROM THE TAHOLAH SCHOOL BOARD TO CHESTER BABCOCK ARE INCLUDED. (HBC)

ACCESSION NUMBER: ED067996

PUBLICATION DATE: 71

TITLE: SHORT-TERM TRAINING PROGRAM. THE AMERICAN INDIAN STUDENT IN HIGHER EDUCATION.

PERSONAL AUTHOR: WELLS, ROBERT N.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COLLEGE FACULTY; *COLLEGE STUDENTS; DISADVANTAGED YOUTH; *EDUCATIONAL PROGRAMS; *HIGHER EDUCATION; *STUDENT NEEDS; STUDENT PROBLEMS; TEACHER EVALUATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 73P.

THE PARTICIPANTS IN THE TRAINING PROGRAM ON THE AMERICAN INDIAN STUDENT HAD 4 MAJOR OBJECTIVES: (1) TO OBTAIN A WORKING KNOWLEDGE OF INDIAN VALUES, CULTURE, UNIQUE HISTORICAL EXPERIENCE IN OUR SOCIETY AND CONTEMPORARY PROBLEMS; (2) TO DEVELOP AN ATTITUDE OF RESPECT AND CONCERN FOR INDIAN LIFE STYLES AND FOR THE INDIAN STUDENT'S NEED TO PRESERVE THEM, AND TO PRESERVE HIS OWN CULTURAL IDENTITY WITHIN THE DOMINANT NON-INDIAN CULTURE; (3) TO DEVELOP SKILLS IN RECOGNIZING THE MYRIAD OF PROBLEMS FACING THE INDIAN AS AN APPLICANT TO COLLEGE AND AS A STUDENT STRIVING TOWARD A SUCCESSFUL COLLEGE EXPERIENCE; AND (4) TO DEVELOP PROGRAMS TO MEET THESE PROBLEMS WITH SOLUTIONS COMPATIBLE WITH THE INDIAN STUDENT'S GOALS. THIS DOCUMENT PRESENTS A GENERAL OUTLINE AND EVALUATION OF THE PROGRAM. SEVERAL NEEDS OF THE PROGRAM ARE IDENTIFIED: (1) MORE INDIAN REGISTRANTS; (2) A FULL-TIME ADMINISTRATIVE ASSISTANT; (3) ON-CAMPUS LIVING; (4) ADVANCED READING AND PREPARATION BY REGISTRANTS; (5) MORE EMPHASIS ON CONTEMPORARY PROBLEMS; AND (6) WORKSHOPS. STRENGTHS AND WEAKNESSES OF THE PROGRAM ARE LISTED. IT WAS CONCLUDED THAT THE TIME AND MONEY INVESTED IN THE TRAINING PROGRAM ACHIEVED MAXIMUM BENEFITS FOR THE PARTICIPANTS. (AUTHOR/HS)

ACCESSION NUMBER: ED068056

PUBLICATION DATE: DEC 72

TITLE: EFFECT OF TASK SEQUENCE AND MEMORY SUPPORT ON INDIAN COLLEGE STUDENTS. FINAL REPORT.

PERSONAL AUTHOR: BOUTWELL, RICHARD C.

DESCRIPTOR: AMERICAN INDIANS; *COGNITIVE PROCESSES; COLLEGE STUDENTS; *EVALUATION; *HIGHER EDUCATION; *LEARNING PROCESSES; *MEMORY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.

THE MULTIVARIATE EFFECT OF TASK SEQUENCE, MEMORY SUPPORT, AND STATE ANXIETY WAS INVESTIGATED USING A NONVERBAL CONCEPT-ACQUISITION TASK. NINETY-SIX INDIAN COLLEGE STUDENTS WERE RANDOMLY ASSIGNED TO 4 TREATMENT CONDITIONS RESULTING FROM THE TASK SEQUENCE: EASY-TO-HARD, MEMORY SUPPORT, AND NONMEMORY SUPPORT. SUBJECTS RECEIVING THE EASY-TO-HARD SEQUENCE DID SIGNIFICANTLY BETTER ON THE PERFORMANCE TEST THAN THE HARD-TO-EASY SEQUENCE. ALSO, THE MEMORY SUPPORT TREATMENT GROUPS HAD SIGNIFICANTLY FEWER ERRORS ON THE PERFORMANCE TEST THAN THE NONMEMORY SUPPORT CONDITION. THE INSTRUCTIONAL CONDITION OF THE EASY-TO-HARD SEQUENCE PLUS MEMORY SUPPORT, AS THE OPTIMAL TREATMENT, PROVIDES MANIPULATABLE VARIABLES FOR APPLIED USAGE. (AUTHOR/HS)

ACCESSION NUMBER: ED068166

PUBLICATION DATE: MAR 72

TITLE: OPEN MINDED, THOUGHT-FILLED EDUCATION.

PERSONAL AUTHOR: NELSEN, JERALD

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL STUDENTS; CENTERS OF INTEREST; DEMONSTRATIONS (EDUCATIONAL); ETHNIC GROUPS; INSERVICE EDUCATION; *MIGRANT CHILD EDUCATION; *OPEN EDUCATION; *PARAPROFESSIONAL SCHOOL PERSONNEL; TEACHING METHODS; TEACHING MODELS

IDENTIFIER: *BRITISH INFANT SCHOOL

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 104P.

A MODEL ADAPTING THE IDEAS OF THE BRITISH INFANT SCHOOL TO THE CULTURE OF AMERICAN EDUCATION IS PRESENTED. THE MODEL PRESENTS OPEN EDUCATION AS POTENTIALLY MOST USEFUL TO INDIAN AND MIGRANT EDUCATION AND INCORPORATES ALREADY EXISTING CONCEPTS, SUCH AS TRAINING IN LINGUISTICS AND THOUGHT. THIS DOCUMENT IS DIVIDED INTO THREE PARTS: (1) DEVELOPMENT OF AN UNDERGRADUATE TRAINING PROGRAM FOR TEACHERS AND PARAPROFESSIONALS, (2) REVIEW OF RESEARCH RELATING TO THE EFFECT OF CHOICE ON THE CHILD, AND (3) A MODEL INCORPORATING THE IDEAS ASSOCIATED WITH THE BRITISH INFANT SCHOOL. THIS THIRD PART PROPOSES THAT OPEN EDUCATION RELATES TO DIVERGENT PROBLEM SOLVING, TEMPERED BY THE CONCERN FOR COMPASSION FOR AND UNDERSTANDING OF HUMAN FRAILTIES. THE MODEL IS DEVELOPED AT THE PHILOSOPHICAL, CONCEPTUAL, AND GOAL LEVELS. (AUTHOR/DJ)

AVAILABILITY: WASHINGTON CENTER FOR ECE, HEBELER BUILDING, CENTRAL WASHINGTON STATE COLLEGE, ELLENSBURG, WASHINGTON 98926 ($2.00)

ACCESSION NUMBER: ED068209

PUBLICATION DATE: 69

TITLE: INDIAN EDUCATION, 1969. PART 2--APPENDIX. HEARINGS BEFORE THE SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, NINETY-FIRST CONGRESS, FIRST SESSION ON POLICY, ORGANIZATION, ADMINISTRATION, AND NEW LEGISLATION CONCERNING THE AMERICAN INDIANS.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *CULTURAL FACTORS; *EDUCATION; EDUCATIONAL PROBLEMS; *FEDERAL PROGRAMS; INFORMATION SEEKING; LEGISLATION; ORGANIZATION; *SCHOOL DISTRICT AUTONOMY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 369P.

CONTAINED IN THIS DOCUMENT ARE ARTICLES, PUBLICATIONS, RESEARCH DOCUMENTS, AND PREPARED STATEMENTS SUBMITTED TO THE SPECIAL SENATORIAL SUBCOMMITTEE ON AMERICAN INDIAN EDUCATION. ALSO INCLUDED ARE COMMENTARIES, LETTERS, AND MEMORANDUMS FROM KEY LEGISLATORS AND BUREAU OF INDIAN AFFAIRS PERSONNEL TO THE SUBCOMMITTEE MEMBERS AND STAFF. ALL OF THE ENTRIES ARE RELATED TO THE POLICY, ORGANIZATION, AND ADMINISTRATION OF INDIAN EDUCATION. THE QUESTION OF WHO SHOULD CONTROL INDIAN EDUCATION IS DISCUSSED, AND RECOMMENDATIONS FOR LEGISLATION ARE MADE. (LS)

ACCESSION NUMBER: ED068210

PUBLICATION DATE: NOV 69

TITLE: A COMPENDIUM OF FEDERAL BOARDING SCHOOL EVALUATIONS. THE EDUCATION OF AMERICAN INDIANS, NOVEMBER 1969, VOLUME 3.

DESCRIPTOR: *ADMINISTRATIVE PROBLEMS; *AMERICAN INDIANS; *BOARDING SCHOOLS; CULTURALLY DISADVANTAGED; EDUCATION; FEDERAL PROGRAMS; INFORMATION SEEKING; *MENTAL HEALTH; *PROGRAM EVALUATION

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 186P.

THE EVALUATIONS OF 13 BUREAU OF INDIAN AFFAIRS OFF-RESERVATION BOARDING SCHOOLS ARE PRESENTED IN THIS DOCUMENT, PREPARED FOR A SPECIAL SENATORIAL SUBCOMMITTEE ON AMERICAN INDIAN EDUCATION. PERSONAL INTERVIEWS WERE CONDUCTED, QUESTIONNAIRES WERE ADMINISTERED, AND SCHOOL RECORDS WERE EXAMINED BY EVALUATION TEAMS SELECTED BY THE SUBCOMMITTEE. AREAS OF CONCERN COVERED ADMINISTRATIVE PROBLEMS AND POLICIES, TEACHER AND STUDENT MORALE, STUDENT ACHIEVEMENT, GUIDANCE PROGRAMS, DORMITORY STAFFING AND RELATED PROBLEMS, AND STUDENT MENTAL HEALTH PROBLEMS AND PROGRAMS. RECOMMENDATIONS OR SUGGESTIONS FOR IMPROVING THE BOARDING SCHOOLS ARE OFFERED. (LS)

ACCESSION NUMBER: ED068211

PUBLICATION DATE: OCT 69

TITLE: FIELD INVESTIGATION AND RESEARCH REPORTS. THE EDUCATION OF AMERICAN INDIANS, OCTOBER 1969, VOLUME 2.

DESCRIPTOR: *ADMINISTRATIVE PROBLEMS; *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURALLY DISADVANTAGED; *EDUCATIONAL PROBLEMS; EDUCATIONAL RESEARCH; FEDERAL PROGRAMS; *FIELD STUDIES; INVESTIGATIONS; RESERVATIONS (INDIAN); *SCHOOL ENVIRONMENT

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 234P.

IN THE SURVEY OF AMERICAN INDIAN EDUCATION CARRIED OUT BY THE SPECIAL SENATORIAL SUBCOMMITTEE ON INDIAN EDUCATION, THE ATTEMPT WAS TO SET A PATTERN FOR HEARINGS THAT WOULD PROVIDE REPRESENTATIVE COVERAGE OF THE PROBLEMS IN THE GEOGRAPHICAL AREAS CONCERNED. TO SUPPLEMENT THESE HEARINGS, THE STAFF WAS INSTRUCTED TO MAKE DETAILED FIELD STUDIES FOLLOWING A SIMILAR PATTERN. THE FIELD STUDIES PUBLISHED COVER THE FOLLOWING AREAS: THE NAVAJO RESERVATION IN ARIZONA; THE STATE OF CALIFORNIA; THE FORT HALL RESERVATION, IDAHO; THE STATE OF ALASKA; THE STATE OF MINNESOTA; AND THE STATES OF NEW YORK AND MAINE. INFORMATION CONTAINED IN EACH OF THE REPORTS WAS GATHERED FROM A NUMBER OF SOURCES AND IN A VARIETY OF WAYS. IN THE CASE OF EACH REPORT EXCEPT NEW YORK, PERSONAL VISITS WERE MADE BY MEMBERS OF THE SUBCOMMITTEE, OR STAFF, TO THE PARTICULAR AREA UNDER CONSIDERATION. THESE VISITS TYPICALLY INCLUDED 4 PERSONS AND LASTED FROM 1 TO 3 DAYS, PRECEDED BY 4 TO 7 DAYS OF PRELIMINARY FIELD WORK. THEIR OBJECTIVE WAS TO OBSERVE FIRST HAND THE CONDITIONS OF INDIAN EDUCATION; TO DISCUSS WITH INDIAN LEADERS, INDIAN PARENTS, AND INDIAN STUDENTS THEIR PERCEPTIONS OF THE PROBLEMS FACING INDIAN EDUCATION; AND TO SOLICIT TESTIMONY AND DATA FROM EDUCATIONAL LEADERS AND EXPERTS IN MENTAL HEALTH AND OTHER RELEVANT FIELDS. THE OBJECTIVE WAS TO DEFINE THE PROBLEM AND TO LISTEN TO SUGGESTIONS FOR PRODUCTIVE NEW APPROACHES TO IMPROVEMENT. (LS)

ACCESSION NUMBER: ED068212

PUBLICATION DATE: NOV 69

TITLE: THE ORGANIZATION QUESTION. THE EDUCATION OF AMERICAN INDIANS, NOVEMBER 1969, VOLUME 4.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *EDUCATION; *FEDERAL GOVERNMENT; FEDERAL PROGRAMS; FIELD STUDIES; *INFORMATION SEEKING; INVESTIGATIONS; *ORGANIZATION

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 495P.

THE INVESTIGATION AND EVALUATION OF AMERICAN INDIAN EDUCATION CARRIED ON BY A SPECIAL SENATORIAL SUBCOMMITTEE ON INDIAN EDUCATION OVER A 2-YEAR PERIOD CREATED CONCERN OVER THE "ORGANIZATION QUESTION." THE SUBCOMMITTEE CAME TO BELIEVE THAT NO MATTER HOW STRONG, HOW GOOD, OR HOW WELL FUNDED WERE THE PROGRAMS FOR EDUCATING AMERICAN INDIANS, THESE PROGRAMS WOULD CONTINUE TO FOUNDER WITHOUT A MODERN, STREAMLINED, AND RESPONSIVE ADMINISTRATIVE STRUCTURE TO CARRY THEM OUT. THE QUESTION OF ORGANIZING THE FEDERAL GOVERNMENT'S RESPONSIBILITIES FOR INDIAN EDUCATION HAS 4 PRINCIPAL COMPONENTS: THE LOCATION IN THE FEDERAL STRUCTURE OF PRIME RESPONSIBILITY FOR INDIAN EDUCATION, THE INTERNAL ORGANIZATION OF THE AGENCY OR AGENCIES RESPONSIBLE, THE RELATIONSHIP OF THE AGENCY OR AGENCIES TO THE INDIANS THEMSELVES, AND THE RELATIONSHIP OF THE AGENCY OR AGENCIES TO THE CONGRESS AND TO SPECIFIC CONGRESSIONAL COMMITTEES. RECOMMENDATIONS CONCERNING BOTH THE INTERNAL ORGANIZATION OF THE BUREAU OF INDIAN AFFAIRS AND THE RELATIONSHIP OF THE BUREAU TO ITS INDIAN CLIENTS ARE MADE. THE PURPOSE OF THIS DOCUMENT IS TO PULL TOGETHER MOST OF THE DOCUMENTS IMPORTANT TO A CLOSE CONSIDERATION OF THE ORGANIZATION QUESTION. (LS)

ACCESSION NUMBER: ED068217

PUBLICATION DATE: 72

TITLE: ARIZONA COMMISSION OF INDIAN AFFAIRS ANNUAL REPORT, 1971-72.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMMITTEES; CONSULTANTS; FINANCIAL SERVICES; POPULATION DISTRIBUTION; *PROJECTS; *RESERVATIONS (INDIAN); *STATE LEGISLATION

IDENTIFIER: *ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.

THE PURPOSE OF THIS ANNUAL REPORT (1971-72) BY THE ARIZONA COMMISSION OF INDIAN AFFAIRS IS TO DISCUSS THE PROGRESS BEING MADE BY THE COMMISSION IN ITS PROGRAM OF COOPERATION WITH STATE AND FEDERAL AGENCIES, TRIBAL COUNCILS, LEGISLATORS, AND OTHERS IN DEVELOPING HARMONIOUS WORKING RELATIONSHIPS AND TRUST. LISTED ARE COMMISSION MEMBERS, COMMISSION COMMITTEES AND CONSULTANTS, AND FIGURES CONCERNING POPULATION AND ACREAGE OF INDIAN RESERVATIONS. ALSO INCLUDED ARE COMMISSION MEETING DATES; PROJECTS COMPLETED, ESPECIALLY THE COMMISSION'S ENABLING LEGISLATION, WHICH DIED IN THE HOUSE RULES COMMITTEE; AND PUBLISHED MATERIALS DISTRIBUTED, SUCH AS THE FEDERAL LEGISLATIVE DIGEST AND THE PROGRESS AND FINANCIAL REPORTS. COMMISSION HIGHLIGHTS INCLUDE LEGISLATIVE ACTIVITIES, ARRANGEMENTS FOR INDIAN PARTICIPATION IN THE STATE FAIR, PROCUREMENT OF SURPLUS PROPERTIES, PARTICIPATION IN THE 18TH ARIZONA TOWN HALL MEETING, THE APPOINTMENT OF COMMISSION MEMBERS, AND DISTRIBUTION OF THE 1972 TRIBAL DIRECTORY. IN ADDITION, THE COMMISSION'S 1971-72 FINANCIAL REPORT IS GIVEN. A SPECIAL FEATURE DISCUSSES A SMALL GROUP OF PAPAGOS LIVING NEAR MARICOPA, ARIZONA. INCLUDED IN THE APPENDIX IS SENATE BILL 1021, THE COMMISSION'S ENABLING LEGISLATION. RELATED DOCUMENTS ARE ED 047 859 AND ED 056 784. (FF)

ACCESSION NUMBER: ED068224

PUBLICATION DATE: 72

TITLE: FROM INDIAN VILLAGE TO CHICANO SUBURB: PROBLEMS OF IDENTITY AND SUBURBANIZATION.

PERSONAL AUTHOR: HALTOM, JOHN F.; SINGLETON, JAMES F.

DESCRIPTOR: *ACCULTURATION; COMMUNITY; HISTORY; LAND SETTLEMENT; *MEXICAN AMERICANS; *NONRESERVATION AMERICAN INDIANS; *SOCIAL CHANGE; *SUBURBS

IDENTIFIER: NEW MEXICO; *TORTUGAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.

A CASE STUDY OF SOCIAL CHANGE, THIS PAPER DESCRIBES THE COMMUNITY OF TORTUGAS, AN AMERICAN INDIAN-MEXICAN VILLAGE AT THE SOUTHERN EDGE OF LAS CRUCES, NEW MEXICO. THE INDIAN INHABITANTS OF THE COMMUNITY HAVE BEEN ASSIMILATED INTO THE RURAL MEXICAN AMERICAN SUBCULTURE, WHICH HAS BECOME INCREASINGLY SUBURBAN THROUGH A PROCESS LITTLE EXPLORED IN THE LITERATURE ON SUBURBANIZATION. THE STUDY ATTEMPTS TO DOCUMENT THE SUBURBANIZATION OF ONE COMMUNITY, TO DESCRIBE THE PROBLEMS SUBURBANIZATION CREATED, AND, HOPEFULLY, TO CONTRIBUTE TOWARD THE DEVELOPMENT OF AN ADEQUATE TYPOLOGY OF SUBURBANIZATION. DATA IS BASED ON A COMBINATION OF HISTORICAL SOURCES AND 2 SURVEYS: IN THE APRIL 1972 SURVEY, 145 INTERVIEWS WERE COMPLETED; THE SECOND SURVEY, COMPLETED IN OCTOBER 1972, WAS COMPOSED OF 21 INTERVIEWS WITH ELECTED OFFICIALS AND INFLUENTIALS OF LAS CRUCES AND OFFICERS OF A UNIQUE CORPORATION--LOS INDIGENES. THE CONCLUSION INDICATES THAT THE TORTUGAS COMMUNITY AND OTHER COMMUNITIES FACING ABSORPTION INTO AN URBAN COMPLEX DO NOT WISH TO RELINQUISH EITHER THEIR GOVERNMENTAL AUTONOMY OR THEIR LIFE STYLE. HOWEVER, TORTUGAS APPEARS TO BE DRAWN INTO THE LAS CRUCES URBAN AREA BY FORCES THAT APPEAR IRREVERSIBLE. THE PEOPLE OF TORTUGAS APPEAR POWERLESS TO RESIST WHATEVER FATE LEADERS OF THE ADJACENT CITY MAY PLAN FOR THEM, BE IT ANNEXATION OR RE-CREATION OF AN INDIAN PUEBLO THAT NEVER EXISTED. (FF)

ACCESSION NUMBER: ED068226

PUBLICATION DATE: AUG 71

TITLE: NAVAJO SPELLING LISTS. NAVAJO READING STUDY PROGRESS REPORT NO. 11.

PERSONAL AUTHOR: HOLM, WAYNE

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; CONSONANTS; GRAPHEMES; *NAVAHO; *PRESCHOOL CHILDREN; *SPELLING; VOWELS; *WORD LISTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

THE NAVAJO SPELLING LISTS ARE INTENDED FOR TEACHERS OR MATERIALS WRITERS WHO REQUIRE SETS OF NAVAJO WORDS WITH CERTAIN CHARACTERISTICS. THE LISTS ARE DERIVED FROM THE CORPUS COLLECTED AS THE BASIS FOR A COMPUTER-ASSISTED STUDY OF THE VOCABULARY OF 6-YEAR-OLD NAVAJO CHILDREN. WORDS IN THE CORPUS, WHETHER USED BY ADULT INTERVIEWERS OR BY CHILDREN, AND WHATEVER THEIR FREQUENCY, THAT FIT THE DESCRIPTION OF THE PATTERN CHOSEN ARE GIVEN. IN SET 1, WORDS ARE LISTED ON THE BASIS OF THE OCCURRENCE OF A GIVEN VOWEL OR CONSONANT UNIT. IN SET 2, WORDS ARE LISTED ON THE BASIS OF THE CONTRAST OF GIVEN PAIRS OF WORD- OR SYLLABLE-FINAL CONSONANTS. IN SET 3, 2-SYLLABLE WORDS ARE GIVEN WHICH CONTRAST IN VOWEL QUALITY. SET 4 CONSISTS OF SOME COMPARATIVE STATISTICS: (1) RELATIVE SENTENCE LENGTH, IN WORDS, FOR CHILDREN AND FOR ADULTS; (2) RELATIVE SENTENCE LENGTH, IN GRAPHEMES, FOR CHILDREN AND FOR ADULTS; AND (3) RELATIVE WORD LENGTH, IN GRAPHEMES, FOR CHILDREN AND FOR ADULTS. (FF)

ACCESSION NUMBER: ED068227

PUBLICATION DATE: APR 72

TITLE: THE SITUATION OF NAVAJO LITERACY PROJECTS. NAVAJO READING STUDY PROGRESS REPORT NO. 17.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: AMERICAN ENGLISH; *AMERICAN INDIANS; *BILINGUAL STUDENTS; DIACHRONIC LINGUISTICS; *ELEMENTARY SCHOOL STUDENTS; *LITERACY; *NAVAHO; ORTHOGRAPHIC SYMBOLS; READING SKILLS

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.

THE NAVAJO READING STUDY HAS BEEN PREPARED FOR A VOLUME DESCRIBING LITERACY PROJECTS IN THE INDIGENOUS LANGUAGES OF THE AMERICAS. IN 1969-70, 2 SURVEYS WERE MADE TO DETERMINE THE PRESENT LANGUAGE SITUATION OF 6-YEAR-OLD NAVAJO CHILDREN. FOR EACH SURVEY, A SIMPLE QUESTIONNAIRE WAS SENT TO ALL TEACHERS WITH NAVAJO 6-YEAR-OLDS IN THEIR CLASSES. REPLIES PROVIDED DATA ON 79% OF THE NAVAJO CHILDREN BORN IN 1964, COVERING 84% OF THOSE ACTUALLY IN SCHOOL. THE RESULTS FOR THE 2 YEARS WERE SIMILAR. IN 1970, 29.8% OF THE 3,653 CHILDREN WERE REPORTED AS KNOWING NO ENGLISH, 39% AS KNOWING A LITTLE ENGLISH BUT NOT ENOUGH FOR 1ST GRADE WORK, 20.7% AS BEING EQUALLY AT HOME IN ENGLISH AND NAVAJO, 5.7% AS BEING SPEAKERS OF ENGLISH WHO KNEW A LITTLE NAVAJO, AND 4.8% AS KNOWING ONLY ENGLISH. ALSO, 22 ADULT NAVAJOS RECORDED TAPE CONVERSATIONS WITH 200 6-YEAR-OLD NAVAJO CHILDREN AT 10 DIFFERENT LOCATIONS ON THE NAVAJO RESERVATION. INTERVIEWS WERE TRANSCRIBED, IN NORMALIZED ORTHOGRAPHY, AND KEY PUNCHED FOR COMPUTER PROCESSING. A TOTAL OF 11,128 SENTENCES, 52,008 WORDS (TOKENS) REPRESENTING A TOTAL OF 8,775 DIFFERENT WORDS (TYPES), WERE PROCESSED. RESULTS OF THE PROCESSING INCLUDED A COMPLETE CONCORDANCE GIVING EACH WORD IN THE CONTEXT OF EACH SENTENCE IN WHICH IT OCCURS AND A LIST OF ALL THE DIFFERENT WORDS IN ALPHABETICAL ORDER GIVING FREQUENCY AND RANGE. ALSO DISCUSSED WERE THE HISTORY OF NAVAJO LITERACY PROJECTS, NAVAJO ORTHOGRAPHY, CONCURRENT PROGRAMS FOR ADULT LITERACY AS A PART OF BILINGUAL EDUCATION, THE NAVAJO READING STUDY, AND ATTITUDES TOWARD NAVAJO LITERACY. (FF)

ACCESSION NUMBER: ED068228

PUBLICATION DATE: MAY 72

TITLE: EVALUATING READING MATERIALS IN NAVAJO: REPORT OF A TEACHERS' CONFERENCE (GALLUP, NEW MEXICO, APRIL 28-29, 1972). NAVAJO READING STUDY PROGRESS REPORT NO. 18.

PERSONAL AUTHOR: GRADMAN, HARRY L.; YOUNG, ROBERT W.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; BILINGUAL EDUCATION; CONFERENCES; *ELEMENTARY SCHOOL STUDENTS; *EVALUATION; LANGUAGE ARTS; *NAVAHO; *READING MATERIALS; *TEACHER WORKSHOPS

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

ELEMENTARY-GRADE READING MATERIALS PRODUCED IN THE NAVAJO LANGUAGE WERE EVALUATED AT A TEACHER'S CONFERENCE HELD IN GALLUP, NEW MEXICO, ON APRIL 28-29, 1972. PARTICIPANTS, MOSTLY TEACHERS, AT THE CONFERENCE NUMBERED APPROXIMATELY 45. THE 5 TEXTS EVALUATED WERE "MOSILGAI" (SCHOOL CAT), "JASPER," PABII DOO MASI" (PUPPY AND CAT), "DA'IIDA" (EAT), AND "HASTOI TAA." EACH OF THE BOOKS WAS DISCUSSED IN DETAIL BY THE AUTHORS, WHO PRESENTED THE RATIONALE BEHIND THEIR WORK, AND THEN BY CONFERENCE PARTICIPANTS, MANY OF WHOM HAD FAMILIARIZED THEMSELVES WITH THE BOOKS THROUGH CLASSROOM USE. CRITICISMS WERE PRESENTED NOT SO MUCH IN TERMS OF TEXT REVISION, BUT RATHER IN TERMS OF FUTURE MATERIALS PREPARATION. ALSO DISCUSSED WERE THE RELATIONSHIP BETWEEN SPELLING AND DIALECT, THE POSSIBILITY OF ALTERNATE READERS, AND BETTER FIT FOR DIFFERENT DIALECT AREAS; BUT THE DISCUSSION REMAINED UNRESOLVED. IN ADDITION, SOME OBJECTIONS TO THE SIZE OF THE PRINT, ESSENTIALLY 12 POINT IBM DIRECTORY TYPE, WERE DISCUSSED. IT WAS GENERALLY AGREED THAT FOR BEGINNING READERS THE TYPE SIZE SHOULD BE LARGER (36 POINT), WITH REDUCTION TO TAKE PLACE IN HIGHER LEVEL READERS. (FF)

ACCESSION NUMBER: ED068229

PUBLICATION DATE: OCT 72

TITLE: WRITTEN NAVAJO: A BRIEF HISTORY. NAVAJO READING STUDY PROGRESS REPORT NO. 19.

PERSONAL AUTHOR: YOUNG, ROBERT W.

DESCRIPTOR: ABSTRACTS; *AMERICAN INDIAN LANGUAGES; *HISTORY; *LITERATURE REVIEWS; *NAVAHO; *WRITTEN LANGUAGE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

IN THIS PAPER, A BRIEF HISTORY OF THE NAVAJO WRITTEN LANGUAGE BETWEEN 1819 AND THE PRESENT IS PRESENTED. THE PAPER DESCRIBES THE PROGRESS OF NAVAJO AS A WRITTEN LANGUAGE. THE HISTORY WAS USED AS BACKGROUND MATERIAL FOR A MEETING ORGANIZED BY THE SANOSTEE-TOADLENA NAVAJO BILINGUAL EDUCATION PROJECT. THE MEETING'S PURPOSE WAS TO SURVEY THE PRESENT SITUATION OF WRITTEN NAVAJO AND TO LOOK AT THE NEEDS FOR NEW MATERIAL TO HELP NAVAJO CHILDREN TO LEARN TO READ THEIR OWN LANGUAGE IN THE FIRST GRADES. AN ABSTRACT OF "SOME ASPECTS OF NAVAJO ORTHOGRAPHY," A DISSERTATION BY DR. WAYNE HOLM, DIRECTOR OF ROCK POINT SCHOOL, IS APPENDED. A RELATED DOCUMENT IS ED 043 413. (NQ)

ACCESSION NUMBER: ED068230

PUBLICATION DATE: JUN 72

TITLE: NAVAJO COMMUNITY SCHOOL BOARDS SPEAK OUT: A SUMMARY OF NAVAJO THOUGHT ABOUT EDUCATION. NAVAJO SCHOOL BOARD TRAINING PROJECT.

PERSONAL AUTHOR: STOUT, IRVING W.; PRATT, WAYNE T.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; *EDUCATIONAL NEEDS; INSTRUCTIONAL STAFF; *PARENT PARTICIPATION; PLANNING MEETINGS; SCHOOL COMMUNITY RELATIONSHIP; TEACHER AIDES; *TRAINING

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

SCHOOL BOARD TRAINING IS CONDUCTED 8 TIMES DURING THE SCHOOL YEAR AT 5 RESERVATION LOCATIONS FOR APPROXIMATELY 300 ADULT NAVAJOS. A LIST OF STATEMENTS MADE DURING SMALL GROUP DISCUSSIONS ON THE MAJOR TOPIC ITEMS COVERED AT THESE MEETINGS IS PRESENTED IN THIS REPORT. MAJOR TOPICS INCLUDE CURRICULUM DEVELOPMENT, PARENT-SCHOOL AND COMMUNITY-SCHOOL RELATIONSHIPS, TRAINING PROBLEMS, AND STAFF SELECTION. A SUGGESTED LIST OF TRAINING ACTIVITIES FOR 1970-71 IS INCLUDED ALONG WITH COPIES OF SCHOOL BOARD MEETING MINUTES FROM 2 SCHOOL DISTRICTS. (PS)

ACCESSION NUMBER: ED068231

PUBLICATION DATE: JUN 72

TITLE: SUMMARY REPORT OF TRAINING ACTIVITIES. NAVAJO SCHOOL BOARD TRAINING PROJECT.

PERSONAL AUTHOR: STOUT, IRVING W.; PRATT, WAYNE T.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; COMMUNITY ATTITUDES; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; *EDUCATIONAL NEEDS; INSTRUCTIONAL STAFF; *PARENT PARTICIPATION; SCHOOL COMMUNITY RELATIONSHIP; *TRAINING; VOCATIONAL EDUCATION

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.

A BRIEF SUMMARY OF CONCLUSIONS REACHED BY CONSULTANTS AND AN INTERPRETIVE SUMMARY OF REPORTS MADE BY SMALL DISCUSSION GROUPS DURING THE NAVAJO COMMUNITY SCHOOL BOARD TRAINING PROJECT ARE PRESENTED IN THIS REPORT. MAJOR CONCLUSIONS ARE THAT NAVAJOS TOOK THE TRAINING SESSIONS SERIOUSLY, THAT THE TRAINEES COULD NOT BE RUSHED, THAT THE TRAINEES RECOGNIZED THE VALUES OF BOTH THE OLD AND THE NEW IN SUCH MATTERS AS CURRICULUM, THAT THE GREATEST AREA OF SENSITIVITY WAS IN THE FIELD OF RELATIONSHIPS, AND THAT THE TRAINEES RECOGNIZED THEIR OWN LIMITATIONS AND FREELY EXPRESSED A DESIRE FOR CONTINUED TRAINING. TOPICS DISCUSSED IN THE INTERPRETIVE SUMMARY OF REPORTS INCLUDE CURRICULUM DEVELOPMENT, PARENT-SCHOOL AND COMMUNITY-SCHOOL RELATIONSHIPS, TRAINING PROBLEMS, AND STAFF SELECTION. (PS)

ACCESSION NUMBER: ED068232

PUBLICATION DATE: 72

TITLE: INTRODUCTION TO SCHOOL BOARD TRAINING: ENGLISH TEXT TO ACCOMPANY SLIDES AND TAPES. NAVAJO SCHOOL BOARD TRAINING PROJECT.

PERSONAL AUTHOR: STOUT, IRVING W.; PRATT, WAYNE T.

DESCRIPTOR: ADMINISTRATIVE PROBLEMS; *AMERICAN INDIANS; *AUDIOVISUAL INSTRUCTION; *BOARDS OF EDUCATION; CULTURAL AWARENESS; EDUCATIONAL NEEDS; *PARENT PARTICIPATION; SCHOOL COMMUNITY RELATIONSHIP; *TRAINING TECHNIQUES

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.

THE ENGLISH TEXT TO ACCOMPANY SLIDES AND TAPES USED IN THE NAVAJO SCHOOL BOARD TRAINING PROJECT IS PRESENTED IN THIS BOOKLET. THE TEXT FOR THE AUDIO-VISUAL TRAINING SESSION COVERS 92 FRAMES AND IS DIVIDED INTO 4 MAJOR PARTS: THE INTRODUCTION; DUTIES AND RESPONSIBILITIES OF A SCHOOL BOARD; USEFUL INFORMATION FOR SCHOOL BOARD MEMBERS; AND PROBLEMS FACED BY SCHOOL BOARDS. (PS)

ACCESSION NUMBER: ED068237

PUBLICATION DATE: AUG 72

TITLE: OFF-RESERVATION BOARDING SCHOOL PROJECT (ORBS PROJECT). RESEARCH AND EVALUATION REPORT NO. 11.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *BOARDING SCHOOLS; CONSULTANTS; *CURRICULUM; EDUCATIONAL FACILITIES; EDUCATIONAL FINANCE; EDUCATIONAL NEEDS; HEALTH SERVICES; HUMAN RELATIONS; *PROGRAM EVALUATION; *PROGRAM PLANNING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.

PILOT PROJECTS TO EXPERIMENT WITH METHODS OF ACHIEVING THE OBJECTIVES OF THE OFF-RESERVATION BOARDING SCHOOL PROJECT (ORBS) WERE CONDUCTED AT SHERMAN INDIAN HIGH SCHOOL, RIVERSIDE, CALIFORNIA, AND AT CHILOCCO INDIAN HIGH SCHOOL, CHILOCCO, OKLAHOMA. THE GENERAL OBJECTIVES FOR THE ORBS PROJECT AT EACH SCHOOL WERE TO REVIEW LONG RANGE GOALS, TO IDENTIFY AND DESCRIBE THE EXISTING PROGRAM, TO REVIEW THE EXISTING PROGRAM IN TERMS OF THE LONG-RANGE GOALS, AND TO PROVIDE RECOMMENDATIONS FOR MEETING THE LONG-RANGE GOALS AND OBJECTIVES. THE ORBS PROGRAM COVERED THE AREAS OF GOALS AND PHILOSOPHY, SCHOOL PLANT, CURRICULUM, OUT-OF-CLASS ACTIVITIES, ADMINISTRATION, EVALUATION, ADMISSION PRACTICES, PLANT MANAGEMENT, PUBLIC AND HUMAN RELATIONS, AND HEALTH SERVICES. THE CONTENT AND METHODOLOGY USED IN BOTH OF THESE PROJECTS WAS PRESENTED IN A 1-WEEK WORKSHOP IN ALBUQUERQUE, NEW MEXICO. (PS)

ACCESSION NUMBER: ED068238

PUBLICATION DATE: 72

TITLE: LITTLE BEAR TEACHER*S MANUAL [WITH UNITS FOR LEVELS A AND B].

PERSONAL AUTHOR: OTTO, DALE: GEORGE, LARRY

DESCRIPTOR: *AMERICAN INDIAN CULTURE: *CHILDRENS BOOKS: FABLES: FILMSTRIPS: LEGENDS: *LESSON PLANS: PARENT PARTICIPATION: *STORY READING: STORY TELLING: TALES: *TEACHING GUIDES

IDENTIFIER: *YAKIMAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 127P.

THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION HAS RECOGNIZED THE NEED TO DEVELOP SPECIAL MATERIALS TO IMPROVE THE NON-INDIAN*S UNDERSTANDING OF THE DIFFERENCES HE OBSERVES IN HIS INDIAN CLASSMATES AND TO PROMOTE A BETTER UNDERSTANDING BY AMERICAN INDIAN CHILDREN OF THEIR UNIQUE CULTURAL HERITAGE. LITTLE BEAR IS A STORY OF A YOUNG YAKIMA INDIAN BOY WHO IS STRUGGLING TO BECOME A MAN. THE STORY DEALS WITH AN ENCOUNTER BETWEEN A SMALL YAKIMA BOY AND THE GIANT BEAR, FOUR TOES. THE FILMSTRIP UNIT AND 2 ACCOMPANYING PICTURE STORY BOOKS ARE INTENDED FOR CHILDREN FROM AGES 4-7 AND ARE DONE ON 2 LEVELS--LEVEL A FOR NONREADERS AND LEVEL B FOR BEGINNING READERS. EACH UNIT IS CENTERED AROUND 10 SEQUENCED LESSONS, WITH 1 LESSON BEING PRESENTED IN THE CLASSROOM EACH DAY. UNUSUAL FEATURES OF THE LESSONS INCLUDE (1) BACKGROUND CULTURAL NOTES FOR THE TEACHER AND AIDE: (2) INVOLVEMENT OF PARENTS AND COMMUNITY PEOPLE AS RESOURCES AND INVOLVEMENT OF PARENTS IN HOME LEARNING AND DISCUSSION ACTIVITIES: (3) THE USE OF A YAKIMA CULTURAL CORNER IN THE CLASSROOM FOR THE DURATION OF EACH UNIT, COMPLETE WITH A LARGE TEEPEE: (4) CREATIVE DRAMATIZATION LESSONS USING THE *MAGIC CIRCLE*: (5) TEACHING PROCEDURES INTENDED TO REDUCE STRESS ON THE CHILDREN AND TO INCREASE THEIR ENJOYMENT AND INVOLVEMENT: AND (6) OUTDOOR AS WELL AS INDOOR ACTIVITIES. THE TEACHER*S MANUAL CONTAINS DESCRIPTIONS OF MATERIALS AND INSTRUCTIONS. PARENTAL INVOLVEMENT ACTIVITIES WHICH THE CHILD DOES AT HOME WITH HIS PARENTS AND SUGGESTIONS REGARDING WAYS TO INVOLVE RESOURCE PEOPLE, HOPEFULLY YAKIMA PEOPLE, ARE ALSO INCLUDED. THE MATERIALS ARE CENTERED AROUND A FILMSTRIP. (FF)

ACCESSION NUMBER: ED068239

PUBLICATION DATE: 72

TITLE: THE GREEDY LITTLE BOY TEACHER'S MANUAL [WITH UNITS FOR LEVELS A AND B].

PERSONAL AUTHOR: OTTO, DALE; GEORGE, LARRY

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CHILDRENS BOOKS; FABLES; FILMSTRIPS; LEGENDS; *LESSON PLANS; PARENT PARTICIPATION; *STORY READING; STORY TELLING; TALES; *TEACHING GUIDES

IDENTIFIER: *YAKIMAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 127P.

THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION HAS RECOGNIZED THE NEED TO DEVELOP SPECIAL MATERIALS TO IMPROVE THE NON-INDIAN'S UNDERSTANDING OF THE DIFFERENCES HE OBSERVES IN HIS INDIAN CLASSMATES AND TO PROMOTE A BETTER UNDERSTANDING BY AMERICAN INDIAN CHILDREN OF THEIR UNIQUE CULTURAL HERITAGE. THE GREEDY LITTLE BOY IS A TRADITIONAL LEGEND, A LEGEND WHICH TELLS, THROUGH THE BEHAVIOR AND ADVENTURES OF A SMALL BOY, WHY THE RACOON HAS BLACK EYES AND A BANDED TAIL. THE FILMSTRIP UNIT AND 2 ACCOMPANYING PICTURE STORY BOOKS ARE INTENDED FOR CHILDREN AGES 4-7 AND ARE DONE ON 2 LEVELS--LEVEL A FOR NONREADERS AND LEVEL B FOR BEGINNING READERS. EACH UNIT IS CENTERED AROUND 10 SEQUENCED LESSONS, WITH 1 LESSON BEING PRESENTED IN THE CLASSROOM EACH DAY. EXAMPLES OF UNUSUAL FEATURES OF THE LESSONS INCLUDE (1) BACKGROUND CULTURAL NOTES FOR THE TEACHER AND AIDE; (2) INVOLVEMENT OF PARENTS AND COMMUNITY PEOPLE AS RESOURCES; (3) THE USE OF A YAKIMA CULTURAL CORNER IN THE CLASSROOM FOR THE DURATION OF EACH UNIT, COMPLETE WITH A LARGE TEEPEE; (4) CREATIVE DRAMATIZATION LESSONS USING THE "MAGIC CIRCLE"; (5) TEACHING PROCEDURES INTENDED TO REDUCE STRESS ON THE CHILDREN AND INCREASE THEIR ENJOYMENT AND INVOLVEMENT; AND (6) OUTDOOR AND INDOOR ACTIVITIES. THE TEACHER'S MANUAL CONTAINS DESCRIPTIONS OF THE MATERIALS AND INSTRUCTIONS. PARENTAL INVOLVEMENT ACTIVITIES WHICH THE CHILD DOES AT HOME WITH HIS PARENTS AND SUGGESTIONS REGARDING WAYS TO INVOLVE RESOURCE PEOPLE, HOPEFULLY YAKIMA PEOPLE, ARE ALSO INCLUDED. THE MATERIALS ARE CENTERED AROUND THE SOUND FILMSTRIP. (FF)

ACCESSION NUMBER: ED068242

PUBLICATION DATE: 31 JUL 72

TITLE: BILINGUAL-BICULTURAL DEVELOPMENT FOR SPANISH, ENGLISH AND INDIAN SPEAKING CHILDREN IN A SOUTHWESTERN MULTICULTURAL ENVIRONMENT. A REPORT OF STATISTICAL FINDINGS AND RECOMMENDATIONS FOR THE GRANTS BILINGUAL EDUCATION PROJECT, GRANTS, NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; COMMUNICATION SKILLS; CULTURAL AWARENESS; ENGLISH (SECOND LANGUAGE); EVALUATION; MEXICAN AMERICANS; NAVAHO; PROGRAM DESIGN; *SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *KERESAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 91P.

THE GRANTS BILINGUAL-BICULTURAL PROGRAM PROVIDED FOR THE LINGUISTIC AND ACADEMIC NEEDS OF CHILDREN WITH LANGUAGE LIMITATIONS IN ENGLISH AND SPANISH, CHILDREN FUNCTIONAL ONLY IN SPANISH OR ENGLISH AND CHILDREN FUNCTIONAL IN THE KERESAN OR NAVAJO LANGUAGE WITH LIMITATIONS IN ENGLISH. THE EVALUATION DESIGN DETERMINED PROGRAM EFFECTS IN ENGLISH LANGUAGE DEVELOPMENT, SPANISH LANGUAGE DEVELOPMENT, CULTURAL PERCEPTIONS AND ATTITUDES, AND ACADEMIC ACHIEVEMENT IN SCIENCE, MATHEMATICS, AND SOCIAL SCIENCE. PRE-TEST AND POST-TEST MEASURES WERE USED FOR EXPERIMENTAL AND CONTROL GROUP CHILDREN IN GRADE LEVELS 1, 2, AND 3 AT 6 SCHOOLS REPRESENTING AT LEAST 4 ETHNIC GROUPS AND LANGUAGE REFERENCES. THE STATISTICAL FINDINGS SHOWED THAT CHILDREN TENDED TO SCORE HIGHER ON THE CULTURAL SENSITIVITY TEST AT PROGRESSIVELY HIGHER LEVELS IN THE FIRST 3 ELEMENTARY GRADES, THAT IDEAS DEPICTING NATIVE CULTURAL REFERENCES HAVE BEEN DISCUSSED BY TEACHERS IN THE PROGRAM, THAT CHILDREN IN THE BILINGUAL PROGRAM ARE ADVANCING IN THE SPANISH LANGUAGE ARTS, AND THAT MORE STRUCTURAL ACTIVITIES ARE NEEDED FOR THE SPANISH-SURNAMED CHILD WHO OPERATES WITH A SPANISH-ENGLISH MIXED LANGUAGE REFERENCE BASE. OBSERVATIONS INCLUDED THAT ADMINISTRATIVE ENCOURAGEMENT AND SUPPORT WERE VERY APPARENT AND THAT PROGRAM PERSONNEL WERE VERY ENTHUSIASTIC ABOUT THE PROGRAM. (SEVERAL PAGES MAY BE LIGHT.) (PS)

ACCESSION NUMBER: ED068245

PUBLICATION DATE: AUG 72

TITLE: SOCIAL STRUCTURE AND RESISTANCE TO CHANGE.

PERSONAL AUTHOR: HILLERY, GEORGE A., JR.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CATHOLICS; *CHANGING ATTITUDES; COMMUNITY STUDY; *COMPARATIVE ANALYSIS; CROSS CULTURAL STUDIES; *RELIGIOUS CULTURAL GROUPS; RURAL POPULATION; *SOCIAL STRUCTURE

IDENTIFIER: *NAVAJOS; TRAPPIST MONKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.; PAPER PREPARED FOR THIRD WORLD CONGRESS FOR RURAL SOCIOLOGY (BATON ROUGE, LOUISIANA, AUGUST 1972)

THE PURPOSE OF THE RESEARCH IS TO EXTRACT AS MANY COMMON FACTORS AS POSSIBLE WHICH ARE ASSOCIATED WITH RESISTANCE TO CHANGE. TWO PEOPLES ARE SELECTED FOR STUDY, THE NAVAJO INDIANS AND THE TRAPPIST MONKS, BOTH OF WHICH ARE RURAL AND HAVE AN EXTENSIVE HISTORY SPANNING AT LEAST SEVERAL CENTURIES, BUT WHICH DIFFER RADICALLY OTHERWISE. THE 2 MAJOR PERSPECTIVES USED ARE CULTURAL AND COMMUNAL. THE AUTHOR'S PERSONAL CONTACT WITH BOTH OF THESE PEOPLE HAS EXTENDED OVER MORE THAN 2 YEARS--LIVING 3 MONTHS WITH THE NAVAJOS (IN MANY FARMS, ARIZONA) IN 1965 AND 2 MONTHS IN ONE OF THE MANY MONASTERIES IN THE UNITED STATES. BOTH PEOPLES SHOW THAT RURAL "GEMEINSCHAFTLICH" SYSTEMS CAN EXIST EFFECTIVELY WITH INDUSTRIAL TECHNOLOGY. MATERIAL TRAITS SHOW THE LEAST RESISTANCE TO CHANGE, IDEAS AND VALUES THE MOST. RESISTANCE IS SELECTIVE AMONG BOTH PEOPLES. FROM THE CULTURAL PERSPECTIVE, THE CORE TO RESISTANCE IS FOUND IN THE RELIGIOUS, SEXUAL-FAMILIAL, AND LANGUAGE SYSTEMS. THE COMMUNAL PERSPECTIVE ALSO INCLUDES THE SEXUAL-FAMILIAL SYSTEMS, AND IN ADDITION, SPATIAL FACTORS (PARTICULARLY ISOLATION) AND COOPERATION--ALL OF WHICH SHOW RESISTANCE TO CHANGE. BOTH PEOPLES LACK CONFLICT-REGULATING MECHANISMS, AND THIS IS ALSO SEEN AS A FACTOR IN RESISTANCE. WOMEN ARE MORE CONSERVATIVE THAN MEN IN BOTH CASES. THE SUGGESTED RANK-ORDER OF IMPORTANCE OF THESE FACTORS IN RESISTANCE TO CHANGE IS AS FOLLOWS: RELIGION, SEX, LANGUAGE, SPACE, AND COOPERATION. THESE 5 FACTORS EMERGED AS MOST CONSPICUOUS FROM THE COMPARISON STUDY OF THE 2 RURAL PEOPLES. (AUTHOR/FF)

ACCESSION NUMBER: ED068246

PUBLICATION DATE: 72

TITLE: EFFECTIVE TEACHERS OF INDIAN AND ESKIMO HIGH SCHOOL STUDENTS.

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL DIAGNOSIS; *EDUCATIONAL METHODS; EDUCATIONAL RESEARCH; *EFFECTIVE TEACHING; *ESKIMOS; LEARNING DIFFICULTIES; MINORITY GROUP TEACHERS; STUDENT TEACHER RELATIONSHIP; *TEACHER EVALUATION; TEACHER SELECTION

IDENTIFIER: *ALASKA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 74P.

THE FOCUS OF THIS STUDY IS UPON ANALYZING EFFECTIVE AND INEFFECTIVE TEACHERS IN TERMS OF THEIR BEHAVIOR IN THE CLASSROOM, NOT IN TERMS OF THEIR PERSONALITIES OR ATTITUDES. IT IS SUGGESTED THAT 2 FUNDAMENTAL CHARACTERISTICS DISTINGUISH EFFECTIVE FROM INEFFECTIVE TEACHERS OF AMERICAN INDIAN AND ESKIMO STUDENTS: (1) A HIGH LEVEL OF PERSONAL WARMTH, ESPECIALLY WARMTH COMMUNICATED NONVERBALLY THROUGH FACIAL EXPRESSION, BODY DISTANCE, AND TOUCH; AND (2) A HIGH LEVEL OF ACTIVE DEMANDINGNESS IN THE CLASSROOM--DEMANDINGNESS EXPRESSED AS AN ASPECT OF THE TEACHER'S PERSONAL CONCERN FOR THE STUDENT, RATHER THAN A CONCERN FOR SUBJECT MATTER. THIS STUDY ALSO SUGGESTS THE NEED FOR PRE-SERVICE AND IN-SERVICE TRAINING FOR TEACHERS TO ACQUIRE THE TYPE OF INTERPERSONAL BEHAVIOR THAT FACILITATES LEARNING AMONG THE INDIAN AND ESKIMO STUDENTS. TEACHERS OF INDIAN AND ESKIMO STUDENTS WERE OBSERVED IN 2 BOARDING SCHOOLS AND IN 5 INTEGRATED URBAN HIGH SCHOOLS DURING THE 1970-71 SCHOOL YEAR. THE FOCUS WAS ON TEACHERS OF 9TH GRADE INDIAN AND ESKIMO STUDENTS. THE TEACHERS WERE VIDEOTAPED TO PERMIT A MORE INTENSIVE ANALYSIS AND INTERVIEWED TO DISCUSS PROBLEMS OF VILLAGE STUDENTS AND EFFECTIVE TEACHING METHODS. THE "SUPPORTIVE GADFLIES," WHO EXHIBITED PERSONAL WARMTH AND ACTIVE DEMANDINGNESS, APPEARED TO BE SUCCESSFUL WITH THE INDIAN AND ESKIMO STUDENTS AS COMPARED TO THE OTHER TYPES OF TEACHERS (TRADITIONALISTS, SOPHISTICATES, AND SENTIMENTALISTS). (FF)

ACCESSION NUMBER: ED068252

PUBLICATION DATE: JUL 72

TITLE: THE BIG PICTURE ON SMALL SCHOOLS.

DESCRIPTOR: AMERICAN INDIANS; BOARDING SCHOOLS; *COSTS; ENROLLMENT PROJECTIONS; *PAMPHLETS; *REGIONAL SCHOOLS; RURAL SCHOOL SYSTEMS; *RURAL YOUTH; SECONDARY SCHOOLS; *SMALL SCHOOLS; STATE FEDERAL SUPPORT; TABLES (DATA)

IDENTIFIER: *ALASKA; BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

ALASKA HAS MADE MANY ATTEMPTS TO FIND METHODS FOR PROVIDING A QUALITY EDUCATION FOR STUDENTS LIVING IN RURAL AREAS. THEY INCLUDE REGIONAL SCHOOLS, BOARDING DORMITORIES, THE BOARDING HOME PROGRAM, AREA AND LOCAL HIGH SCHOOLS, AND CORRESPONDENCE STUDY. THIS BOOKLET DISCUSSES THE STRONG AND WEAK POINTS RELATIVE TO THE MAJOR FINANCIAL, SOCIAL, LEGAL, LOGISTICAL, AND EDUCATIONAL FACTORS WHICH MUST BE CONSIDERED AND INCLUDES A POLICY STATEMENT BY THE ALASKA STATE BOARD OF EDUCATION. THE PHILOSOPHY UNDERLYING THESE VARIOUS ATTEMPTS COINCIDES WITH THE BUREAU OF INDIAN AFFAIRS PLAN TO TRANSFER THEIR OPERATING DAY SCHOOLS TO THE STATE OF ALASKA AS SOON AS IT IS ECONOMICALLY FEASIBLE, THUS ELIMINATING THE DUAL EDUCATIONAL SYSTEM IN RURAL AREAS AND PLACING THE RESPONSIBILITY WITH THE STATE. AS A RESULT OF THE INFORMATION GATHERED CONCERNING ALASKA'S EFFORTS, LOCAL AREA HIGH SCHOOLS WILL BE DEVELOPED TO ALLOW STUDENTS TO COMPLETE UP TO 4 YEARS OF SECONDARY EDUCATION IN THEIR OWN LOCALITY. THE SCOPE OF THE CURRICULUM WILL BE MORE LIMITED THAN THE OFFERINGS OF THE LARGE REGIONAL HIGH SCHOOLS, BUT ALL LOCAL AND AREA HIGH SCHOOLS WILL GIVE A GENERAL ACADEMIC PROGRAM OF HIGH QUALITY, LEADING TO A HIGH SCHOOL DIPLOMA. (HBC)

ACCESSION NUMBER: ED068257

PUBLICATION DATE: 72

TITLE: A REVIEW OF INDIAN EDUCATION IN NORTH AMERICA.

PERSONAL AUTHOR: MACLEAN, HOPE

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ADULT EDUCATION PROGRAMS; *AMERICAN INDIANS; COMMUNITY SCHOOLS; *CULTURAL EDUCATION; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL POLICY; EDUCATIONAL PROGRAMS; ELEMENTARY SCHOOL ROLE; *GOVERNMENT ROLE; POST SECONDARY EDUCATION; SECONDARY EDUCATION

IDENTIFIER: *CANADA; UNITED STATES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 149P.

FORMAL AND, WHERE POSSIBLE, INFORMAL EDUCATIONAL PROGRAMS DESIGNED SPECIFICALLY FOR AMERICAN INDIANS IN THE U.S. AND CANADA BETWEEN 1965-71 WERE STUDIED. INFORMATION ON INDIAN EDUCATION IN THE U.S. WAS INCLUDED TO PROVIDE USEFUL BACKGROUND MATERIAL FOR A STUDY OF THE CANADIAN SITUATION. THE DATES WERE CHOSEN ARBITRARILY TO LIMIT THE SCOPE OF THE RESEARCH. THE RESEARCHERS WERE DIRECTED TO GATHER DATA IN THE FIELDS OF ELEMENTARY, SECONDARY, POSTSECONDARY, AND ADULT EDUCATION IN ORDER TO LEARN WHAT PROGRAMS WERE SUCCESSFUL AND WHO ADMINISTERED THEM. THE STUDY WAS TO SERVE A DUAL PURPOSE: (1) TO PROVIDE INFORMATION FOR TEACHERS OF INDIAN STUDENTS, AND (2) TO FIND, IF POSSIBLE, A BASIC PHILOSOPHY WHICH LEADS TO SUCCESS OR FAILURE IN INDIAN EDUCATION. THE MAJOR PROBLEM OF INDIAN EDUCATORS APPEARED TO BE THEIR FAILURE TO RECOGNIZE INDIANS AS BELONGING TO A UNIQUE CULTURE, DISTINCT FROM THE MAINSTREAM OF FRENCH AND ENGLISH CULTURE IN CANADA. EDUCATORS HAVE TRIED TO FIT INDIAN STUDENTS INTO AN ALIEN TYPE OF EDUCATIONAL PROGRAM. INCLUDED AMONG THE LIST OF 15 RECOMMENDATIONS FOR PROGRAMS, PROJECTS, AND COURSES IN NATIVE STUDIES ARE THE FOLLOWING: (1) MOST IMPORTANT, THAT NATIVE CULTURAL CONTENT SHOULD BE INCLUDED IN THE EDUCATIONAL CURRICULUM; (2) THAT THERE IS A NEED FOR COMPLETE REVISION OF ALL TEXTBOOKS; (3) THAT INDIAN LANGUAGE COURSES SHOULD BE INSTITUTED FROM KINDERGARTEN THROUGH TO POSTSECONDARY LEVELS; AND (4) THAT SOCIAL STUDIES (HISTORY) COURSES SHOULD BE SET UP TO EDUCATE NON-INDIANS ABOUT THE BACKGROUND OF THE INDIAN. (FF)

AVAILABILITY: ONTARIO TEACHERS' FEDERATION, 1260 BAY STREET, TORONTO 185, ONTARIO ($2.00)

ACCESSION NUMBER: ED068259

PUBLICATION DATE: 72

TITLE: THE DIVISION OF INDIAN EDUCATION OF THE ARIZONA DEPARTMENT OF EDUCATION TO THE BUREAU OF INDIAN AFFAIRS. 1971-1972 ANNUAL REPORT.

PERSONAL AUTHOR: TURNER, E. L., JR.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; ASSESSED VALUATION; AVERAGE DAILY ATTENDANCE; *EDUCATION; ENROLLMENT; *EXPENDITURES; FINANCIAL SUPPORT; OPERATING EXPENSES; RESOURCE ALLOCATIONS; SALARIES; SCHOOL DISTRICT SPENDING; *STATISTICAL DATA

IDENTIFIER: *ARIZONA; BUREAU OF INDIAN AFFAIRS; JOHNSON O MALLEY ACT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THE DIVISION OF INDIAN EDUCATION OF THE ARIZONA DEPARTMENT OF EDUCATION DISTRIBUTES FEDERAL FUNDS UNDER THE JOHNSON-O'MALLEY ACT. THESE FUNDS ARE PROVIDED TO PUBLIC SCHOOLS AND COUNTIES IN ARIZONA WITH 3% OR MORE AMERICAN INDIAN CHILDREN TO HELP PAY THE COST OF EDUCATING INDIAN CHILDREN LIVING ON TAX-EXEMPT RESERVATION LANDS. THE HOST SCHOOL DISTRICT RECEIVES THE FULL PER CAPITA COST OF EDUCATION IN THE CASE OF OUT-OF-DISTRICT INDIAN CHILDREN LIVING IN FEDERAL DORMITORIES. DURING THE SCHOOL YEAR 1971-72, FUNDS WERE PROVIDED TO 20 SCHOOL DISTRICTS, 1 ACCOMMODATION SCHOOL, AND 9 COUNTIES FOR ADMINISTRATIVE AND SUPERVISORY SERVICES, SPECIAL PROGRAMS, AND INSERVICE TRAINING FOR INDIAN TEACHERS. THIS REPORT CONTAINS THE ANNUAL REPORT BY THE DIVISION OF INDIAN EDUCATION FOR THE FISCAL YEAR ENDING JUNE 30, 1972, AS SUBMITTED TO THE BUREAU OF INDIAN AFFAIRS. STATISTICAL DATA IS REPORTED ON THE FOLLOWING: (1) RECEIPTS AND EXPENDITURES OF CONTRACT FUNDS; (2) PERIPHERAL CONTRACT PAYMENTS; (3) EXPENDITURES FOR STATE ADMINISTRATION; (4) ALLOTMENT AND EXPENDITURES BY DISTRICTS; (5) ENROLLMENT, AVERAGE DAILY ATTENDANCE, AND GRADUATES BY SCHOOL; AND (6) TAX RATES AND ASSESSED VALUATION BY DISTRICTS. THE REPORT ALSO INCLUDES SUMMARY REPORTS ON ELEMENTARY AND HIGH SCHOOL INDIAN ENROLLMENT OF JOHNSON-O'MALLEY PARTICIPANTS. (NQ)

ACCESSION NUMBER: ED068262

PUBLICATION DATE: 72

TITLE: WELCOME TO THE LAND OF THE NAVAJO. A BOOK OF INFORMATION ABOUT THE NAVAJO INDIANS. THIRD EDITION, 1972.

PERSONAL AUTHOR: CORRELL, J. LEE, ED.; WATSON, EDITHA L., ED.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BIBLIOGRAPHIES; CAMPING; *CULTURAL BACKGROUND; GOVERNMENT (ADMINISTRATIVE BODY); HANDICRAFTS; HISTORY; PARKS; PHYSICAL ENVIRONMENT; *RECREATIONAL FACILITIES; RELIGION; *RESERVATIONS (INDIAN); *TOURISM

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 178P.

COMPILED AND EDITED BY THE MUSEUM AND RESEARCH DEPARTMENT OF THE NAVAJO TRIBE IN 1972, THE TEXT PROVIDES INFORMATION ABOUT THE NAVAJO INDIANS AND THEIR VAST RESERVATION. MAJOR AREAS COVERED INCLUDE NAVAJO HISTORY AND CUSTOMS, RELIGION, ARTS AND CRAFTS, NAVAJO TRIBAL GOVERNMENT AND PROGRAMS, NAVAJOLAND AND PLACES TO GO, 7 WONDERS OF THE NAVAJO WORLD, BOOKS ON THE NAVAJOS, AND ITEMS ON SALE AT THE NAVAJO TRIBAL MUSEUM. (SEVERAL PAGES MAY BE LIGHT.) (FF)

AVAILABILITY: NAVAJO TRIBAL MUSEUM, P.O. BOX #797, WINDOW ROCK, ARIZONA 86515 ($4.00)

ACCESSION NUMBER: ED068263

PUBLICATION DATE: 68

TITLE: NAVAJO: A CENTURY OF PROGRESS, 1868-1968.

PERSONAL AUTHOR: LINK, MARTIN A., ED.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; GOVERNMENT ROLE; LEGAL RESPONSIBILITY; NEGOTIATION AGREEMENTS; *PHOTOGRAPHS; *RESERVATIONS (INDIAN); TRIBES

IDENTIFIER: *NAVAJOS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 108P.

THE YEAR 1968 MARKS THE 100TH ANNIVERSARY OF THE SIGNING OF THE TREATY OF PEACE BETWEEN THE NAVAJO TRIBE AND THE U.S. GOVERNMENT. THE TREATY, SIGNED BY 29 NAVAJO HEADMEN AND 10 OFFICERS OF THE U.S. ARMY ON JUNE 1, 1968, BROUGHT TO AN END A TRAGIC PERIOD OF SUFFERING, HARDSHIP, DEPRIVATION, AND EXILE AT THE BOSQUE REDONDO, NEW MEXICO. DURING THE INTERVENING CENTURY, THE NAVAJO PEOPLE HAVE WITNESSED A SUBSTANTIAL POPULATION INCREASE AND HAVE UNDERGONE DRASTIC AND FAR-REACHING CHANGES IN THEIR ECONOMY, SELF-GOVERNMENT, SOCIAL STATUS, EDUCATION, AND LIVING CONDITIONS. THE PHOTOGRAPHS, WITH ACCOMPANYING TEXT, CAPTURE A CENTURY OF PROGRESS (1868-1968) FOR THE NAVAJO TRIBE. THE CONTENTS INCLUDE DINNEH: THE PEOPLE; A TIME FOR SUFFERING; THE TREATY; EXODUS; A NEW BEGINNING; AND A TIME FOR LIVING. (FF)

AVAILABILITY: NAVAJO TRIBAL MUSEUM, P.O. BOX 797, WINDOW ROCK, ARIZONA 86515 ($6.00)

ACCESSION NUMBER: ED068264

PUBLICATION DATE: 70

TITLE: THE INDIAN IN MICHIGAN: OTTAWA; CHIPPEWA; POTAWATOMI. JOHN E. MUNSON MICHIGAN HISTORY FUND KIT NUMBER 1.

DESCRIPTOR: AGRICULTURE; *AMERICAN INDIANS; CLOTHING; *ECONOMIC FACTORS; HANDICRAFTS; *HISTORY; RELIGION; *RESERVATIONS (INDIAN); *TRIBES

IDENTIFIER: CHIPPEWA; OTTAWA; POTAWATOMI

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.

A BRIEF HISTORY OF THE AMERICAN INDIANS OF MICHIGAN IS PRESENTED IN THIS BOOKLET. SEPARATE SECTIONS ARE DEVOTED TO EACH OF THE 3 TRIBES: THE CHIPPEWA, THE OTTAWA, AND THE POTAWATOMI. EACH TRIBE IS DESCRIBED IN TERMS OF ITS ECONOMIC LIFE, CLOTHING AND HANDICRAFTS, POLITICAL SYSTEM, AND RELIGIOUS IDEAS. ALSO DESCRIBED ARE THE 4 INDIAN RESERVATIONS IN MICHIGAN: THE BAY MILLS INDIAN COMMUNITY, THE KEWEENAW BAY INDIAN COMMUNITY, THE HANNAHVILLE INDIAN COMMUNITY, AND THE SAGINAW CHIPPEWA COMMUNITY. INFORMATION ON THE LAND AREA AND POPULATION IS GIVEN FOR EACH RESERVATION. (PS)

ACCESSION NUMBER: ED068266

PUBLICATION DATE: 72

TITLE: AMERICAN INDIAN ENROLLMENT IN CLASSES FOR THE EDUCABLE MENTALLY RETARDED AND EDUCATIONALLY HANDICAPPED.

PERSONAL AUTHOR: MILES, MARILYN

DESCRIPTOR: *AMERICAN INDIANS; *EDUCABLE MENTALLY HANDICAPPED; *ENROLLMENT; MENTALLY HANDICAPPED; PROGRAMED INSTRUCTION; PROGRAMED MATERIALS; *SCHOOL SURVEYS; *SPECIAL EDUCATION; TRAINABLE MENTALLY HANDICAPPED

IDENTIFIER: *NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

TO DETERMINE THE CURRENT STATUS OF AMERICAN INDIAN ENROLLMENT IN SPECIAL CLASSES, THE 24 ELEMENTARY SCHOOLS, WITH FROM 13 TO 741 PUPILS, SERVICED BY THE NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT (TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT) WERE SURVEYED DURING THE 1971-72 SCHOOL YEAR. THE SURVEY COVERED THE TYPE OF PROGRAMS IN EXISTENCE, THE NUMBER OF CHILDREN BEING SERVICED, THE NUMBER OF INDIAN PUPILS ENROLLED IN SUCH PROGRAMS, AND, IF NO PROGRAMS EXISTED, THE NUMBER OF CHILDREN NEEDING SPECIAL SERVICES. ALL 24 TARGET SCHOOLS RESPONDED TO A 3-PAGE SURVEY. IN MOST CASES, THE SURVEY WAS COMPLETED BY THE SCHOOL PRINCIPAL WITH THE ASSISTANCE OF THE SPECIAL EDUCATION TEACHERS (THE BREAKDOWN BY INDIVIDUAL SCHOOLS IS CONTAINED IN APPENDIX A). AS A FOLLOW-UP TO THIS SURVEY, THE RESULTS OF THE SURVEY AND THEIR IMPLICATIONS WERE DISCUSSED AT A 1-DAY MEETING OF SCHOOL PSYCHOLOGISTS AND PSYCHOMETRISTS IN THE SERVICE AREA. WITHIN THE 24 TARGET SCHOOLS, 1,250 STUDENTS OF THE TOTAL 8,025 STUDENT POPULATION WERE INDIAN, INDICATING THAT WITHIN THE SCHOOLS SURVEYED THERE WAS NOT A DISPROPORTIONATE ENROLLMENT OF INDIAN PUPILS IN EDUCABLE MENTALLY RETARDED (EMR) AND EDUCATIONALLY HANDICAPPED (EH) CLASSES. IT IS STATED THAT THIS REPORT UNDOUBTEDLY CONTAINS SOME INACCURACY IN THE IDENTIFICATION OF STUDENTS AS BEING A MEMBER OF ONE ETHNIC GROUP OR ANOTHER; HOWEVER, THIS REPORT DOES REPRESENT A GOOD SAMPLE OF THE TOTAL NUMBER OF INDIAN PUPILS ENROLLED IN PROGRAMS FOR EMR (10) AND EH (23) WITHIN THE 24 TARGET SCHOOLS SURVEYED. (FF)

ACCESSION NUMBER: ED068267

PUBLICATION DATE: 72

TITLE: NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT: AN ANALYSIS OF RESPONSES BY PRACTICING SCHOOL PSYCHOLOGISTS ON A PRE-QUESTIONAIRE.

PERSONAL AUTHOR: TARBET, DON; MILES, MARILYN

DESCRIPTOR: ACADEMIC PERFORMANCE; *AMERICAN INDIANS; EDUCATIONAL DIAGNOSIS; *EDUCATIONAL PROBLEMS; MEASUREMENT INSTRUMENTS; *MEASUREMENT TECHNIQUES; PSYCHOLOGICAL EVALUATION; PSYCHOLOGICAL TESTS; *QUESTIONNAIRES; *SCHOOL PSYCHOLOGISTS; STUDENT BEHAVIOR; STUDENT EVALUATION; TESTING PROBLEMS; TEST INTERPRETATION; WORKSHOPS

IDENTIFIER: *NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 10P.

SCHOOL PSYCHOLOGISTS (13) REPRESENTING THE 6 COUNTIES SERVED BY THE NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT (TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT) ATTENDED A WORKSHOP ON JANUARY 14, 1972, AT HUMBOLDT STATE COLLEGE. ALSO ATTENDING WERE HUMBOLDT STATE PERSONNEL FROM THE FIELDS OF EDUCATION AND PSYCHOLOGY. THE WORKSHOP WAS INTENDED TO BRING TOGETHER THE PRACTICING SCHOOL PSYCHOLOGISTS TO DISCUSS EDUCATIONAL PROBLEMS OF AMERICAN INDIAN CHILDREN WITHIN THE SERVICE AREA. THE PROBLEMS OF ACCURATELY CONDUCTING DIAGNOSTIC EVALUATIONS OF INDIAN STUDENTS FOR SPECIAL EDUCATION PLACEMENT OR FOR OTHER SUCH PURPOSES WAS OF PRIMARY CONCERN. A PRE-QUESTIONNAIRE WAS ADMINISTERED TO DETERMINE WHAT INSTRUMENTS AND PROCEDURES ARE CURRENTLY USED. THE QUESTIONNAIRE WAS ANALYZED BY TABULATING RESPONSES AND BY RUNNING A FACTOR ANALYSIS OF CORRELATIONS AMONG RESPONSES. THE EDUCATION PROBLEM WAS SEEN AS HAVING 2 BASIC SOURCES: (1) SCHOOL--POOR TEACHING, POOR EXPECTANCIES ON THE PART OF EDUCATORS, IRRELEVANT MATERIAL, VAST DIFFERENCE IN ENVIRONMENT FROM HOME; AND (2) HOME AND CULTURAL FACTORS--POOR USE OF LANGUAGE BY PARENTS, UNFAVORABLE PERCEPTION OF EDUCATION, DIFFERENT GOALS AND VALUES, AND SO ON. THE SOLUTIONS DECIDED UPON WERE TO DEVELOP A WIDE RANGE OF LEARNING SKILLS, MORE FLEXIBILITY IN EDUCATIONAL PROGRAMS, PRESCHOOL WORK, SMALLER CLASSES, BETTER DIAGNOSTICS, SPECIAL INSTRUCTION, AND STRESSING OF POSITIVE ASPECTS OF CHILD'S PERFORMANCE IN COMMUNICATION WITH THE HOME. THE RESPONDENTS ALSO SUGGESTED THAT BETTER INSTRUMENTS ARE NEEDED FOR TESTING MINORITY GROUP CHILDREN. (FF)

ACCESSION NUMBER: ED068383

PUBLICATION DATE: 68

TITLE: UNITED STATES HISTORY: FROM COMMUNITY TO SOCIETY. TEACHER'S GUIDE, GRADE SIX. PROJECT SOCIAL STUDIES.

DESCRIPTOR: AFFECTIVE OBJECTIVES; *AMERICAN INDIAN CULTURE; COGNITIVE OBJECTIVES; CONCEPT TEACHING; *CROSS CULTURAL STUDIES; DEMOCRATIC VALUES; DISCOVERY LEARNING; ELEMENTARY GRADES; GRADE 6; HUMAN DIGNITY; *INQUIRY TRAINING; INTERDISCIPLINARY APPROACH; SEQUENTIAL LEARNING; SKILL DEVELOPMENT; *SOCIAL STUDIES UNITS; TEACHING GUIDES; *UNITED STATES HISTORY; VALUES

IDENTIFIER: *PROJECT SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 125P.

THIS TEACHER'S GUIDE TO THE SIXTH GRADE SOCIAL STUDIES COURSE ON UNITED STATES HISTORY, WHICH IS PART OF AN ARTICULATED SEQUENTIAL CURRICULUM FOR GRADES K-12, CONTAINS RESOURCE UNITS WHICH EMPHASIZE CULTURE CONCEPTS IN STUDYING THE AMERICAN INDIANS AND THE SPANISH, FRENCH, AND BRITISH SETTLEMENTS. COGNITIVE AND AFFECTIVE DEVELOPMENTAL SKILLS ARE STRESSED. THE SEVEN UNITS ARE DESIGNED TO HELP STUDENTS LEARN SCHOLARLY VALUES, DEMOCRATIC VALUES, AND THE VALUE OF HUMAN DIGNITY. INQUIRY STRATEGIES ENCOURAGE PUPILS TO LEARN THROUGH THE DISCOVERY PROCESS AND TO SET UP HYPOTHESES BY RECALLING CONCEPTS AND GENERALIZATIONS LEARNED BY EXPERIENCES AND PREVIOUS CLASSES. FOUR MAJOR SECTIONS ARE INCLUDED IN THE GUIDE. THE FIRST SECTION PRESENTS INFORMATION ON COURSE OBJECTIVES, RATIONALE, DESCRIPTIONS, TEACHING STRATEGIES, HOW TO ADAPT RESOURCE UNITS TO SPECIFIC CLASSES, AND HOW THE COURSE FITS INTO THE TOTAL PROGRAM. THE SECOND SECTION CONSISTS OF CHARTS INDICATING THE WAY IN WHICH COGNITIVE, AFFECTIVE, CONCEPTUAL, AND GENERALIZATION SKILLS ARE DEVELOPED IN DIFFERENT UNITS. A BACKGROUND PAPER, WRITTEN BY ROBERT F. BERKHOFER JR. AND CONTAINED IN THE THIRD SECTION, IDENTIFIES THE IMPORTANT TOPICS TO BE TAUGHT IN EACH UNIT. THE LAST SECTION PROVIDES A CONTENT BIBLIOGRAPHY. THE SEVEN UNITS ARE CONTAINED IN DOCUMENTS SO 003 147 THROUGH SO 003 153. (SJM)

ACCESSION NUMBER: ED068384

PUBLICATION DATE: 68

TITLE: UNITED STATES HISTORY: FROM COMMUNITY TO SOCIETY. UNIT ONE: INDIAN AMERICA BEFORE WHITE SETTLEMENT. GRADE SIX. PROJECT SOCIAL STUDIES.

DESCRIPTOR: ACTIVITY UNITS; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *CROSS CULTURAL STUDIES; DISCOVERY LEARNING; ELEMENTARY GRADES; GRADE 6; HISTORY INSTRUCTION; *INQUIRY TRAINING; INSTRUCTIONAL MATERIALS; INTERDISCIPLINARY APPROACH; RESOURCE UNITS; SKILL DEVELOPMENT; *SOCIAL STUDIES UNITS; *UNITED STATES HISTORY

IDENTIFIER: *PROJECT SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 103P.

UNIT I FOR GRADE SIX DEALS WITH THE AMERICAN INDIAN IN A CROSS CULTURAL APPROACH. PUPILS USE CASE STUDIES TO EXAMINE THE AZTECS, WHO WERE LATER CONQUERED BY THE SPANISH, AND THE IROQUOIS, WHO CAME INTO CONTACT WITH THE FRENCH AND ENGLISH, AS TOTAL CULTURES AND DRAW COMPARISONS BETWEEN THE TWO. THE MAIN PART OF EACH RESOURCE UNIT IS SET UP IN A DOUBLE PAGE FORMAT TO HELP TEACHERS SEE THE RELATIONSHIPS AMONG OBJECTIVES, CONTENT, TEACHING PROCEDURES, AND MATERIALS OF INSTRUCTION. THE OUTLINE BEGINS WITH DEVELOPMENTAL GENERALIZATIONS ON CULTURE IN ALL SOCIETIES, NOTING THE SIMILARITIES AND DIFFERENCES, AND IS FOLLOWED BY A LIST OF DEVELOPMENTAL COGNITIVE AND AFFECTIVE SKILLS. THE CONTENT OUTLINE EMPHASIZES THAT ALTHOUGH THE AZTECS AND IROQUOIS WERE BOTH AMERICAN INDIANS, THEIR SOCIETIES DIFFERED IN THE WAYS OF LIVING PRIOR TO WHITE CONTACT. TEACHING PROCEDURES SUGGEST LEARNING ACTIVITIES WHICH IMPLEMENT VARIOUS SOURCE MATERIALS, TEXTBOOKS, AND NON-TEXT MATERIALS. A SELECTED READING ON THE AZTECS IS INCLUDED. THE TEACHER'S GUIDE IN DOCUMENT SO 003 146 PROVIDES DETAILED INFORMATION ON COURSE OBJECTIVES, TEACHING STRATEGIES, AND PROGRAM DESCRIPTIONS. OTHER RELATED DOCUMENTS ARE SO 003 148 THROUGH SO 003 153. (SJM)

ACCESSION NUMBER: ED068385

PUBLICATION DATE: 68

TITLE: UNITED STATES HISTORY: FROM COMMUNITY TO SOCIETY. UNIT TWO: SPANISH AND FRENCH SETTLEMENT OF NORTH AMERICA. GRADE SIX. PROJECT SOCIAL STUDIES.

DESCRIPTOR: ACTIVITY UNITS; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; CONCEPT TEACHING; *CROSS CULTURAL STUDIES; CURRICULUM GUIDES; DISCOVERY LEARNING; ELEMENTARY GRADES; GRADE 6; HISTORY INSTRUCTION; INQUIRY TRAINING; INTERDISCIPLINARY APPROACH; *LAND SETTLEMENT; RESOURCE UNITS; SKILL DEVELOPMENT; *SOCIAL STUDIES UNITS; *UNITED STATES HISTORY

IDENTIFIER: *PROJECT SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 117P.

COLONIZATION OF AMERICA IS THE THEME IN THIS SECOND SOCIAL STUDIES UNIT FOR 6TH GRADE STUDENTS. REASONS FOR COLONIZATION ARE BRIEFLY DISCUSSED. THE UNIT THEN TAKES UP THE SPANISH SETTLEMENT OF MEXICO, THE WAY IN WHICH THE SPANISH TOOK THEIR CULTURE WITH THEM TO THE NEW WORLD, DIFFERENCES IN THE WAY IN WHICH THE AZTECS AND THE SPANISH PERCEIVED THE SAME ENVIRONMENT, THE CONTACT OF THE SPANISH WITH THE AZTECS, AND CULTURAL DIFFUSION. IN THE NEXT PART OF THE UNIT, PUPILS TURN TO THE FRENCH SETTLEMENT OF CANADA, STUDYING IT IN MUCH THE SAME WAY THAT THEY STUDIED THE SPANISH COLONIZATION AND CONTACT WITH INDIANS. PUPILS CONTRAST THE FRENCH AND SPANISH SETTLEMENTS AS WELL AS THE EUROPEAN AND INDIAN CULTURES WHICH CAME INTO CONTACT WITH EACH OTHER. A BOOK OF STUDENT READINGS ON THE COLONIZATION OF NORTH AMERICA BY THE FRENCH IS INCLUDED. THE FORMAT OF THE UNIT IS DESCRIBED IN UNIT I SO 003 147, AND DETAILED INFORMATION ON COURSE OBJECTIVES, TEACHING STRATEGIES, AND PROGRAM DESCRIPTIONS ARE PROVIDED IN THE TEACHER'S GUIDE SO 003 146. OTHER RELATED DOCUMENTS ARE SO 003 149 THROUGH SO 003 153. (AUTHOR/SJM)

ACCESSION NUMBER: ED068386

PUBLICATION DATE: 68

TITLE: UNITED STATES HISTORY: FROM COMMUNITY TO SOCIETY. UNIT THREE: THE ENGLISH SETTLEMENT OF NORTH AMERICA. GRADE SIX. PROJECT SOCIAL STUDIES.

DESCRIPTOR: ACTIVITY UNITS; AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *COLONIAL HISTORY (UNITED STATES); COLONIALISM; CONCEPT TEACHING; *CROSS CULTURAL STUDIES; CURRICULUM GUIDES; ELEMENTARY GRADES; GRADE 6; INQUIRY TRAINING; PURITANS; RESOURCE UNITS; SKILL DEVELOPMENT; *SOCIAL STUDIES UNITS; *UNITED STATES HISTORY

IDENTIFIER: *PROJECT SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 48P.

THIS THIRD IN A SERIES OF RESOURCE UNITS DESIGNED FOR SIXTH GRADE STUDENTS AND PRODUCED BY THE PROJECT SOCIAL STUDIES CURRICULUM CENTER DEALS PRIMARILY WITH THE ENGLISH SETTLEMENT OF NORTH AMERICA. PUPILS STUDY SIMILARITIES AND DIFFERENCES IN THE ENGLISH SETTLEMENTS OF JAMESTOWN AND PLYMOUTH BY USING CASE STUDIES. ENGLISH CONTACT WITH THE INDIAN GROUPS IS EXAMINED, AND ENGLISH SETTLEMENTS ARE COMPARED TO THE FRENCH AND SPANISH COLONIAL PATTERNS. THE FORMAT OF THE UNIT IS DESCRIBED IN UNIT I SO 003 147, AND DETAILED INFORMATION ON COURSE OBJECTIVES, TEACHING STRATEGIES, AND PROGRAM DESCRIPTIONS ARE PROVIDED IN THE TEACHER'S GUIDE SO 003 146. OTHER RELATED DOCUMENTS ARE SO 003 148 THROUGH SO 003 153. (AUTHOR/SJM)

ACCESSION NUMBER: ED068390

PUBLICATION DATE: 68

TITLE: UNITED STATES HISTORY: FROM COMMUNITY TO SOCIETY. UNIT SEVEN: THE COMPLETION OF NATIONAL EXPANSION. GRADE SIX. PROJECT SOCIAL STUDIES.

DESCRIPTOR: ACTIVITY UNITS; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; CONCEPT TEACHING; *CROSS CULTURAL STUDIES; CURRICULUM GUIDES; DISCOVERY LEARNING; ELEMENTARY GRADES; GRADE 6; HISTORY INSTRUCTION; *INQUIRY TRAINING; INTERDISCIPLINARY APPROACH; LAND SETTLEMENT; RESOURCE UNITS; SKILL DEVELOPMENT; *SOCIAL STUDIES UNITS; *UNITED STATES HISTORY

IDENTIFIER: NATIONAL EXPANSION; *PROJECT SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 127P.

THE PLAINS INDIANS ARE STUDIED IN UNIT SEVEN, THE LAST RESOURCE UNIT IN THE SIXTH GRADE SOCIAL STUDIES COURSE WHICH FOCUSES ON CULTURE. THIS UNIT PROVIDES TWO CASE STUDIES OF THE CHEYENNE AND THE MANDAN FOR STUDENTS TO EXAMINE SIMILARITIES AND DIFFERENCES BETWEEN THE TWO CULTURES. THE LIVES OF THE INDIANS ARE ANALYZED THROUGH THE WHITE MAN'S PERSPECTIVE. THE LAST PART OF THE UNIT DEALS WITH THE CONFLICT AND EFFECTS OF WHITE-INDIAN CONTACT IN THE PLAINS AREA. A BIBLIOGRAPHY IS INCLUDED. THE FORMAT OF THE UNIT IS DESCRIBED IN UNIT I SO 003 147, AND DETAILED INFORMATION ON COURSE OBJECTIVES, TEACHING STRATEGIES, AND PROGRAM DESCRIPTIONS ARE PROVIDED IN THE TEACHER'S GUIDE SO 003 146. OTHER RELATED DOCUMENTS ARE SO 003 148 THROUGH SO 003 153. (AUTHOR/SJM)

ACCESSION NUMBER: ED069166

PUBLICATION DATE: 72

TITLE: LANGUAGE IN AMERICAN INDIAN EDUCATION: A NEWSLETTER OF THE OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: AMERICAN CULTURE; AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; BIBLIOGRAPHIES; *BILINGUAL EDUCATION; CREE; *EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; LANGUAGE SKILLS; *LANGUAGE TESTS; MULTIPLE CHOICE TESTS; PAPAGO; TEST CONSTRUCTION; TESTING

IDENTIFIER: SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 116P.

THIS ISSUE OF THE 1971-72 SERIES OF "LANGUAGE IN AMERICAN INDIAN EDUCATION" CONTAINS ARTICLES ON BILINGUAL EDUCATION AND THE TESTING OF LANGUAGE SKILLS. THE FIRST, "THE LANGUAGE OF THE SIOUX," IS A BIBLIOGRAPHIC ESSAY DEALING WITH THE STUDIES THAT HAVE BEEN MADE TO DATE OF THE SIOUX LANGUAGE AND ITS DIALECTS. A TITLE 7 BILINGUAL EDUCATION PROJECT AT LONEMAN DAY SCHOOL IN OGLALA, SOUTH DAKOTA, AND A TITLE 1 BILINGUAL EDUCATION PROGRAM IN THE BETHEL AGENCY, JUNEAU AREA, ALASKA, ARE REPORTED. OTHER ARTICLES EXAMINE MEANS TEACHERS USE TO EVALUATE THEIR STUDENTS' PROGRESS IN ENGLISH. THEY INCLUDE: (1) "TESTING LANGUAGE SKILLS," (2) "COMMON ERRORS IN CONSTRUCTING MULTIPLE CHOICE ITEMS," AND (3) "THE LANGUAGE OF TESTS FOR YOUNG CHILDREN." A SECTION ON INDIAN LANGUAGES CONTAINS A STORY IN PAPAGO AND A SAMPLE OF THE CREE MATERIALS PRESENTLY BEING DEVELOPED BY THE TITLE 7 BILINGUAL PROJECT ON THE ROCKY BOY RESERVATION IN MONTANA. AN INFORMATION EXCHANGE SECTION CONCERNING INDIAN EDUCATION IS ALSO INCLUDED. (RL)

ACCESSION NUMBER: ED069204

PUBLICATION DATE: AUG 72

TITLE: ETHNIC STUDIES IN HIGHER EDUCATION. STATE OF THE ART AND BIBLIOGRAPHY.

PERSONAL AUTHOR: BENGELSDORF, WINNIE

DESCRIPTOR: *AFRICAN AMERICAN STUDIES; AMERICAN INDIAN CULTURE; *BIBLIOGRAPHIES; ETHNIC GROUPS; *ETHNIC STUDIES; *HIGHER EDUCATION; MEXICAN AMERICAN HISTORY; *MINORITY GROUPS; POLISH AMERICANS; PUERTO RICAN CULTURE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 261P.

THIS BIBLIOGRAPHIC PROJECT SOUGHT TO IDENTIFY AND SUMMARIZE RECENT MATERIAL ON ETHNIC STUDIES IN HIGHER EDUCATION AND TO DETERMINE THE STATE OF THE ART OR TREND OF THESE STUDIES. ETHNIC STUDIES REFERS TO ASIAN-AMERICAN, BLACK, CHICANO, INDIAN AND PUERTO RICAN STUDIES, AS WELL AS TO WHITE ETHNIC STUDIES SUCH AS POLISH-AMERICAN AND JEWISH STUDIES. MOST MATERIAL LISTED IS ARRANGED BY ETHNIC GROUP, AND ALPHABETICALLY BY AUTHOR WITHIN SUBJECT CATEGORIES. CUMULATIVE ALPHABETIC AND TITLE INDICES ARE INCLUDED FOR EASE OF REFERENCE. (AUTHOR/HS)

AVAILABILITY: AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES, ONE DUPONT CIRCLE, SUITE 700, WASHINGTON, D.C. 20036 ($3.50)

ACCESSION NUMBER: ED069444

PUBLICATION DATE: 8 AUG 72

TITLE: THE INDIAN ADOLESCENT: PSYCHOSOCIAL TASKS OF THE PLAINS INDIAN OF WESTERN OKLAHOMA.

PERSONAL AUTHOR: ALLEN, JAMES R.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACCULTURATION; *ADOLESCENCE; *AMERICAN INDIANS; *AREA STUDIES; *IDENTIFICATION (PSYCHOLOGICAL); PERFORMANCE TESTS; SELF ESTEEM; WORLD AFFAIRS; YOUTH PROBLEMS

IDENTIFIER: *WESTERN OKLAHOMA

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION, APRIL 8, 1972

ABUSES DIRECTED TOWARDS AMERICAN INDIANS HAVE RESULTED IN POSITIVE, NEGATIVE, AND UNDETERMINED IDENTITIES. THIS STUDY FOCUSED ON SOME OF THE PROBLEMS FACED BY ADOLESCENT NATIVE AMERICAN INDIANS, AS SEEN IN A 100-YEAR-OLD INDIAN BOARDING SCHOOL IN WESTERN OKLAHOMA. IT WAS CONTENDED, AFTER WORKING WITH SOME 400 STUDENTS IN THE WESTERN PLAINS AREA, THAT, THOUGH NATIVE AMERICAN INDIANS DIFFERED MARKEDLY FROM OTHER MINORITY GROUPS AND AMONG THEMSELVES, ADOLESCENCE HAS PRESENTED THEM WITH SPECIAL PROBLEMS WHICH CAN BE RELATED TO OTHER MINORITY GROUPS. ANOTHER PROBLEM IDENTIFIED IN THE REPORT WAS THE UNIT OF INTERACTION BETWEEN NATIVE AMERICANS AND PERSONS OF EUROPEAN EXTRACTION--COMMONLY REFERRED TO AS THE "INDIAN PROBLEM," THIS PROBLEM IS ACTUALLY A PROBLEM REFERRING TO THE INTERFACE BETWEEN THE 2 PEOPLES. OTHER PROBLEMS DISCUSSED WERE THE DISASSIMILATION OF THE INDIAN, HIS CONFUSED STATE AND WORLD VIEWS, AND THE BACKGROUND OF THE INDIAN CHILD. IT WAS CONCLUDED THAT THE SYMTOMATOLOGY OF PLAINS INDIAN ADOLESCENTS OF WESTERN OKLAHOMA HAD ITS ROOTS IN THE RECIPROCAL COMPLEMENTARITY OF INNER CONFLICT, SOCIAL ORGANIZATION, IDEOLOGICAL MOVEMENTS, AND THE ASSUMPTIONS OF THE EDUCATIONAL SYSTEMS TO WHICH THEY HAVE BEEN EXPOSED.
NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL COPY. (HBC)

ACCESSION NUMBER: ED069445

PUBLICATION DATE: 71

TITLE: A SELECTED ANNOTATED BIBLIOGRAPHY OF MATERIAL RELATING TO RACISM, BLACKS, CHICANOS, NATIVE AMERICANS, AND MULTI ETHNICITY. VOLUME I.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BOOKS; CURRICULUM DEVELOPMENT; ETHNIC DISTRIBUTION; *MEXICAN AMERICANS; *NEGROES; *RACISM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

THE PRIMARY FOCUS OF THIS ANNOTATED BIBLIOGRAPHY IS ON MATERIAL WHICH THE MICHIGAN EDUCATION ASSOCIATION BELIEVES TO BE MOST REPRESENTATIVE OF THE REALITIES THAT RELATE TO THE INVOLVEMENT AND CONTRIBUTIONS OF BLACKS, CHICANOS, AND NATIVE AMERICANS AND THE CLIMATE OF THE TIMES DURING WHICH SUCH INVOLVEMENT AND CONTRIBUTIONS OCCURRED. ITS PURPOSE, THEN, IS TO PROVIDE CLASSROOM TEACHERS AND EDUCATORS WITH A PRACTICAL INSTRUMENT BY WHICH THEY CAN BECOME AWARE OF MEANINGFUL RESOURCES THAT WILL HELP FOSTER IN TEACHERS AND STUDENTS AN AWARENESS OF AND APPRECIATION FOR THE PLURAL ETHNICITY OF OUR SOCIETY, WHICH HERETOFORE HAS BEEN NONEXISTENT IN MOST SCHOOL ENVIRONMENTS IN AMERICA. ADDITIONALLY, THE BIBLIOGRAPHY IS INTENDED TO SERVE AS ONE FACTOR IN MOTIVATING AND FACILITATING SCHOOL DISTRICTS TO MODIFY THEIR PRESENT CURRICULUM IN ORDER TO INCLUDE ETHNIC AND CULTURAL DIVERSITY IN EACH CURRICULUM COMPONENT. DOCUMENTS DATE FROM 1945 TO 1972, BUT THE MAJORITY OF THE PUBLICATIONS DATE FROM THE MIDDLE AND LATE 60S. NOVELS, BIOGRAPHIES, PERIODICALS, RECORDS, FILMS, AND FILMSTRIPS COMPRISE THE 294 ENTRIES IN THIS MATERIAL. (HBC)

ACCESSION NUMBER: ED069446

PUBLICATION DATE: AUG 72

TITLE: MICHIGAN EDUCATION ASSOCIATION, DIVISION OF MINORITY AFFAIRS, ANNUAL REPORT, AUGUST 1972.

PERSONAL AUTHOR: COLEMAN, HERMAN W.

DESCRIPTOR: AMERICAN INDIANS; BILINGUAL EDUCATION; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *ETHNIC STUDIES; *EVALUATION; *INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES

IDENTIFIER: *MICHIGAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.

EVALUATIVE DATA RELATIVE TO THE EFFECTIVENESS OF THE DIVISION OF MINORITY AFFAIRS IN ARRIVING AT DEFINED GOALS AND OBJECTIVES ARE PRESENTED IN THIS ANNUAL REPORT. PROGRAM DESCRIPTIONS AND SPECIFIC OBJECTIVES ARE GIVEN FOR 9 PROJECTS. THE PROJECTS INCLUDE DEVELOPING A CURRICULUM CHANGE MODEL; PLANNING A MINORITY GROUP CONFERENCE; DEVELOPING A READING IN-SERVICE PROGRAM MODEL; ENLISTING THE INFLUENCE OF ACCREDITING AGENCIES IN CHANGING CURRICULUM PRACTICES; PROVIDING A CLEARINGHOUSE OF INFORMATION REGARDING FELLOWSHIPS AND SCHOLARSHIPS; CREATING AND MAINTAINING A CURRICULUM CENTER; SPONSORING A CURRICULUM DEVELOPMENT CONFERENCE, INCLUDING ETHNIC CURRICULUM DEVELOPMENT, INDIAN EDUCATION, AND CHICANO CURRICULUM DEVELOPMENT; PUBLISHING A MANIFESTO TO PROVIDE INFORMATION TO MEMBERS; DEVELOPING A LIAISON WITH OTHER AGENCIES AND INSTITUTIONS; AND PROVIDING GENERAL SERVICES. (PS)

ACCESSION NUMBER: ED069447

PUBLICATION DATE: 72

TITLE: REPORT ON TEWA PORTION OF TRILINGUAL PROGRAM AT SAN JUAN ELEMENTARY SCHOOL, 1971-1972

PERSONAL AUTHOR: SPEIRS, RANDALL H.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; CURRICULUM GUIDES; *ELEMENTARY GRADES; *LANGUAGE ABILITY; *REPORTS; SUMMATIVE EVALUATION; TEACHER INFLUENCE

IDENTIFIER: NEW MEXICO; SAN JUAN ELEMENTARY SCHOOL; *TEWA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

GUIDES FOR TEACHING ORAL AND WRITTEN TEWA TO AMERICAN INDIAN CHILDREN IN GRADES 1-6 AS AN INTEGRAL PART OF THE REGULAR CURRICULUM ARE PRESENTED. IN THE SAN JUAN ELEMENTARY SCHOOL TRILINGUAL PROGRAM, THE TIME SPENT TEACHING TEWA DECREASES WITH GRADE LEVEL--FROM 2 90-MINUTE PERIODS PER DAY FOR FIRST GRADERS TO 2 30-MINUTE CLASSES PER WEEK FOR SIXTH GRADERS. AS A RESULT OF THIS PROGRAM, STUDENTS HAVE EXHIBITED A GREATER SENSE OF CULTURAL IDENTITY AND OPENNESS, AS IS EVIDENCED BY THE FACT THAT THE CHILDREN USE TEWA IN PARTICIPATING IN CLASSROOM DISCUSSIONS. ALSO, CHILDREN HAVE BEEN WILLING TO REVEAL THEIR TEWA NAMES. THE POSITIVE EFFECTS OF THIS PROGRAM HAVE BEEN CONFIRMED BY SOME OF THE PARENTS. THAT THE TEWA LANGUAGE ABILITIES OF INDIAN CHILDREN BE IDENTIFIED AND THAT THE BILINGUAL APPROACH BE DESIGNED ACCORDING TO THEIR NEEDS ARE SUGGESTIONS FOR FUTURE PROGRAMS. (HBC)

ACCESSION NUMBER: ED069450

PUBLICATION DATE: 67

TITLE: CURRENT STATUS OF LABORATORY STUDIES.

PERSONAL AUTHOR: LIBERTY, PAUL; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; CLASS MANAGEMENT; *CULTURAL DIFFERENCES; CURRICULUM DEVELOPMENT; EVALUATION; GRADE 1; INSTRUCTIONAL MATERIALS; *LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; REINFORCEMENT; *SOCIAL PSYCHOLOGY; SPEECH; TESTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 44P.

GENERAL INFORMATION ON THE STUDIES CURRENTLY UNDERWAY BY THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY (SECEL) IS PRESENTED IN THIS REPORT. MODULE A IS CONCERNED WITH INVESTIGATING THE RELATIONSHIPS BETWEEN A VARIETY OF CULTURAL-PSYCHOLOGICAL FACTORS AND LANGUAGE DEVELOPMENT IN GRADE 1. TESTING AND HOME INTERVIEWS PLAY A MAJOR PART IN THIS INVESTIGATION. THE PURPOSE OF MODULE B IS TO INVESTIGATE THE EFFECTS OF SYSTEMATIC VARIATION OF SEVERAL PARAMETERS IN THE CLASSROOM. MODULE C IS CONCERNED WITH FIELD TRYOUTS OF ORAL LANGUAGE MATERIALS FOR CULTURALLY DIVERSE CHILDREN. MODULE D IS CONCERNED WITH ENTRY SKILL DEVELOPMENT IN THE AREA OF SPEECH ELICITATION PROCEDURES. COPIES OF HEALTH, EDUCATION, AND WELFARE DEPARTMENT FORMS AND THE INSTRUMENTS USED ARE INCLUDED FOR EACH PROJECT IN PROGRESS. IT IS NOTED THAT SOME REORGANIZATION, SHIFTING, AND REFOCUSING ARE TAKING PLACE WITHIN THE LABORATORY. THE OPERATIONAL STRUCTURE IS MOVING TO A TASK GROUP STRUCTURE RATHER THAN A TASK FORCE STRUCTURE. THE NEW EMPHASIS IS ON SMALL TASK GROUPS. A NEWLY-FORMED BODY CALLED THE PLANS, REVIEW, AND EVALUATION PANEL IS RESPONSIBLE FOR THE REVIEW, EVALUATION, AND DIRECTIVE FUNCTION. (PS)

ACCESSION NUMBER: ED069453

PUBLICATION DATE: OCT 72

TITLE: THE HASKELL TRANSITION EVALUATION. RESEARCH AND EVALUATION REPORT NO. 7.

PERSONAL AUTHOR: STINER, CLYDE, COMP.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE PLANNING; COLLEGE ROLE; *EDUCATIONAL CHANGE; *EDUCATIONAL DEVELOPMENT; HIGHER EDUCATION; HISTORY; *JUNIOR COLLEGES; *PROGRAM EVALUATION

IDENTIFIER: *HASKELL INDIAN JUNIOR COLLEGE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 128P.

THE HASKELL TRANSITION EVALUATION WAS BASED ON MEETINGS WITH HASKELL STAFF AND STUDENTS DURING JULY AND AUGUST OF 1972. ALTHOUGH NEITHER THE FULL COMPLEMENT OF FACULTY NOR STUDENT BODY WAS AVAILABLE AT THESE SESSIONS, THE EVALUATION TEAM FELT CONFIDENT THAT THOSE ATTENDING DID FURNISH THEM WITH DIRECT AND HONEST RESPONSES. THE ADMINISTRATIVE STAFF ALSO ASSISTED THE TEAM WITH ALL REPORTS AND DATA RELATIVE TO THE SCHOOL PROGRAM. TEAM MEMBERS PREPARED INDIVIDUAL POSITION PAPERS ON MAJOR TOPICS IN THE EVALUATION. THESE, IN TURN, WERE DIGESTED AND COMBINED WITH CONFERENCE DATA INTO THE FINAL REPORT. THE TRANSITION EVALUATION WAS PREPARED TO SERVE AS A GUIDE IN HASKELL'S MOVE TOWARD FULL JUNIOR COLLEGE STATUS. THE TABLE OF CONTENTS INCLUDES THE FOLLOWING: (1) THE OBJECTIVES OF A COMPREHENSIVE JUNIOR COLLEGE; (2) AN ANALYSIS OF HASKELL INDIAN JUNIOR COLLEGE--FACULTY, STUDENTS, CURRICULUM, FACILITIES, AND ADMINISTRATION; (3) A SUMMARY OF 17 RECOMMENDATIONS; AND (4) 6 APPENDIXES--A BIBLIOGRAPHY OF MATERIALS REVIEWED BY THE HASKELL TRANSITION EVALUATION TEAM, A HISTORY OF HASKELL INDIAN JUNIOR COLLEGE, 1972, A STATEMENT OF THE SCHOOL'S PHILOSOPHY, MINUTES OF THE HASKELL TRANSITION EVALUATION TEAM MEETINGS, THE CONSULTANTS' RECOMMENDATIONS, AND JOB DESCRIPTIONS OF ADMINISTRATIVE PERSONNEL. (AUTHOR/FF)

ACCESSION NUMBER: ED069454

PUBLICATION DATE: JUN 71

TITLE: A CROSS-CULTURAL STUDY OF ENVIRONMENTAL INFLUENCES AND MECHANICAL APTITUDE IN SEVERAL INDIAN GROUPS.

PERSONAL AUTHOR: BOWD, ALAN D.

DESCRIPTOR: ABILITY; ACADEMIC ACHIEVEMENT; *AMERICAN INDIAN CULTURE; *CAUCASIANS; COMPARATIVE ANALYSIS; *CROSS CULTURAL STUDIES; *ENVIRONMENTAL INFLUENCES; GRADE 4; GRADE 5; GRADE 6; GRADE 7; INTELLIGENCE; *MECHANICAL SKILLS; SOCIAL ENVIRONMENT; TESTS

IDENTIFIER: *CANADA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 38P.; DOCTOR'S DISSERTATION SUBMITTED TO THE UNIVERSITY OF CALGARY, ALBERTA

MECHANICAL APTITUDE IS CONSIDERED TO BE A COMPOSITE OF SEVERAL ABILITIES--GENERAL INTELLIGENCE, SPATIAL, MECHANICAL KNOWLEDGE AND COMPREHENSION, AND RELEVANT MANUAL DEXTERITY AND COORDINATION. ABILITIES ARE CONCEIVED AS IF ORGANIZED IN A HIERARCHICAL MODEL AND ARE ASSUMED TO DEVELOP AS OVERLEARNED AND GENERALIZED RESPONSE PATTERNS TO PARTICULAR ASPECTS OF ENVIRONMENTAL STIMULATION. MECHANICAL APTITUDE IS RECOGNIZED AS A PARTICULAR GROUPING OF ABILITIES WHICH IS THE PRODUCT OF A TECHNOLOGICALLY SOPHISTICATED SOCIETY. HOWEVER, IT IS PROPOSED THAT IT IS OF RELEVANCE TO PEOPLES UNDERGOING ACCULTURATION, AND THAT CERTAIN ASPECTS OF IT ARE LIKELY TO SHOW DIFFERENT LEVELS OF DEVELOPMENT IN COMPARISON WITH OTHERS. SEVERAL AMERICAN GROUPS OF DIVERSE BACKGROUND HAVE BEEN SELECTED (ALL SUBJECTS WERE 12- TO 14-YEAR-OLD BOYS) IN AN ATTEMPT TO SPECIFY THE PARTICULAR ASPECTS OF THE ENVIRONMENT WHICH ARE LIKELY TO RELATE TO MECHANICAL SKILLS. FOR PURPOSES OF COMPARISON A WHITE SAMPLE IS ALSO INCLUDED, AND TO ASSIST IN EVALUATING COMPARATIVE LEVELS OF ABILITY A VERBAL TEST IS INCLUDED IN THE BATTERY. THE PURPOSE OF THE STUDY IS NOT ONLY TO EVALUATE COMPARATIVE LEVELS OF ABILITY, BUT TO COMPARE THE FACTORIAL STRUCTURES APPARENT IN ONE CULTURE GROUP WITH THOSE DEVELOPED IN OTHERS. FOR THIS REASON THE DATA ARE ANALYZED BY SEVERAL FACTORIAL PROCEDURES AND AN ATTEMPT IS MADE TO MAXIMIZE FACTOR CONGRUENCE ACROSS GROUPS. THE RESULTS ARE INTERPRETED AS OFFERING GENERAL SUPPORT FOR THE DEVELOPMENTAL THEORY OF ABILITIES, AND THE HIERARCHICAL MODEL IS CONSIDERED TO HAVE USEFUL APPLICATION IN THE CULTURAL GROUPS STUDIED. (AUTHOR/FF)

AVAILABILITY: MICROFILM AVAILABLE FROM REFERENCE BRANCH, NATIONAL LIBRARY OF CANADA, OTTAWA, CANADA ($2.50)

ACCESSION NUMBER: ED069457

PUBLICATION DATE: 71

TITLE: AN AMERICAN INDIAN ANTHOLOGY.

PERSONAL AUTHOR: TVEDTEN, BENET, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHOLOGIES; LEGENDS; *LITERATURE; *POETRY; *SHORT STORIES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 72P.

THE ANTHOLOGY IS INTENDED TO BE A DISCOVERY FOR THE MANY AMERICANS WHOSE SUPERFICIAL KNOWLEDGE OF THE AMERICAN INDIANS HAS BEEN DERIVED FROM HISTORY BOOKS, HOLLYWOOD FILMS, AND OTHER STEREOTYPED VIEWS OF THE INDIAN CULTURE. UNDERSTANDING AND APPRECIATION OF A PARTICULAR CULTURE CAN BE FOUND IN THE STORIES AND POETRY OF THE PEOPLE. THIS SMALL COLLECTION OF CREATIVE WRITING IS BY CONTEMPORARY INDIANS. SOME OF THE CONTRIBUTORS ARE PROFESSIONAL WRITERS; OTHERS ARE NOT. REMEMBRANCE OF THE OLD WAYS, PRESENT-DAY REALITIES, AND FUTURE HOPES ARE DESCRIBED IN THESE SHORT STORIES, POEMS, LEGENDS, AND NARRATIVES. MUCH OF THE MATERIAL FOR THIS BOOK ORIGINALLY APPEARED IN OTHER PUBLICATIONS, FOR EXAMPLE, "WOMAN SINGING," BY SIMON J. ORTIZ, AND "THE MAN FROM WASHINGTON," BY JAMES WELCH, FIRST APPEARED IN "THE AMERICAN INDIAN SPEAKS"; AND THE POETRY OF GERALD ROBERT VIZENOR IS FROM HIS BOOK, "SOUTH OF THE PAINTED STONES." OTHER MATERIALS WERE WRITTEN AT THE INSTITUTE OF AMERICAN INDIAN ARTS IN SANTA FE, NEW MEXICO. (AUTHOR/FF)

AVAILABILITY: BLUE CLOUD ABBEY, MARVIN, SOUTH DAKOTA 57251 ($2.00 EACH FOR 1-10 COPIES)

ACCESSION NUMBER: ED069458

PUBLICATION DATE: JUL 72

TITLE: TITLE I PROJECT SYNOPSIS, FISCAL YEAR 1973. PHOENIX AREA BUREAU OF INDIAN AFFAIRS.

DESCRIPTOR: ACADEMICALLY HANDICAPPED; *AMERICAN INDIANS; *LANGUAGE ARTS; *MATHEMATICS; PHYSICAL EDUCATION; *READING; SPECIAL EDUCATION; *TABLES (DATA); TEACHING TECHNIQUES

IDENTIFIER: ARIZONA; *BUREAU OF INDIAN AFFAIRS; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; PHOENIX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 115P.

THE PHOENIX AREA OFFICE EXERCISES JURISDICTION OVER 21 BUREAU OF INDIAN AFFAIRS SCHOOLS IN A 3-STATE REGION--ARIZONA, CALIFORNIA, AND NEVADA. SERVED IN THE AGENCY SCHOOLS ARE 2,381 STUDENTS ATTENDING BOARDING SCHOOLS AND 2,046 STUDENTS ATTENDING RESERVATION DAY SCHOOLS. THE FISCAL YEAR 1973 TITLE I PROJECT SYNOPSIS IS INDEXED BY THE 7 COMPONENT TYPES AND BY THE 40 OPERATING PROJECTS. THE 7 COMPONENT TYPES ARE DESCRIBED AND INCLUDE: (1) TOTAL CURRICULAR MODIFICATION, WHICH ATTEMPTS TO BE TOTALLY RESPONSIVE TO THE NEEDS OF ACADEMICALLY DEFICIENT STUDENTS; (2) READING, WHICH IS DIRECTED AT REMEDIATION OF READING DIFFICULTIES IN GRADES K-12 AND WHICH MAKES USE OF VARIOUS APPROACHES TO READING INSTRUCTION--FROM UTILIZING SPECIAL-PURPOSE EQUIPMENT AND SYSTEMS TO MORE TRADITIONAL TUTORIAL TECHNIQUES; (3) READING AND LANGUAGE ARTS, WHICH MAKES USE OF VARIOUS APPROACHES AND TYPES OF ACTIVITIES AND TEACHING METHODOLOGIES; (4) ORAL LANGUAGE; (5) MATHEMATICS, WHICH, WITH OBJECTIVES IN THE COGNITIVE DOMAIN OF ARITHMETIC, UTILIZES DIFFERING APPROACHES AND TECHNIQUES--FROM THE USE OF MANIPULATIVES TO A COMPUTERIZED MATH PROGRAM, FOR GRADES 1-12; (6) SPECIAL EDUCATION PROJECTS, WHICH ARE DIRECTED AT HANDICAPPED AMERICAN INDIAN CHILDREN AND WHICH REFLECT AN ATTEMPT TO PROVIDE MUCH NEEDED SPECIAL EDUCATION SERVICES FOR ELEMENTARY SCHOOL STUDENTS; AND (7) PHYSICAL EDUCATION FOR GRADES 1-12. ALSO INCLUDED ARE 2 APPENDIXES DESCRIBING THE MATERIALS USED IN READING/LANGUAGE ARTS AND IN MATHEMATICS. (FF)

ACCESSION NUMBER: ED069459

PUBLICATION DATE: AUG 72

TITLE: REPORT OF FINAL EVALUATION, ESEA TITLE I PROJECTS, FISCAL YEAR 1972. PHOENIX AREA BUREAU OF INDIAN AFFAIRS.

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; BEHAVIOR PROBLEMS; COGNITIVE ABILITY; EDUCATIONAL PROBLEMS; *FEDERAL AID; INSTRUCTIONAL MATERIALS; *PSYCHOMOTOR SKILLS; *READING; SELF ACTUALIZATION; SPECIAL EDUCATION; STUDENT ENROLLMENT; *TABLES (DATA)

IDENTIFIER: ARIZONA; *BUREAU OF INDIAN AFFAIRS; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; PHOENIX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 230P.

TITLE I PROJECTS OPERATED IN THE BUREAU OF INDIAN AFFAIRS (BIA), PHOENIX AREA, DURING FISCAL 1972 ARE DESCRIBED IN THIS FINAL EVALUATION REPORT. AN OVERVIEW OF THE GEOGRAPHICAL LOCATION OF AREAS WITHIN THE BIA IS GIVEN, ALONG WITH THE ORGANIZATION OF THE BIA AT LARGE AND OF THE PHOENIX AREA. ENROLLMENTS IN THE PHOENIX AREA PROJECTS ARE PRESENTED BY DAY AND BOARDING SCHOOLS, ELEMENTARY AND HIGH SCHOOLS, GRADE LEVEL, AND TRIBAL AGENCIES. SPECIAL ATTENTION IS GIVEN TO THE BACKGROUND OF TITLE I OF THE ELEMENTARY AND SECONDARY ACT OF 1965 AND TO SUBSEQUENT MODIFICATIONS. ADDITIONALLY, BACKGROUND DEMOGRAPHIC INFORMATION IS DISCUSSED IN RELATION TO THE PHOENIX AREA'S TITLE I FUNDING, STUDENT PARTICIPATION, STAFF POSITIONS, DISSEMINATION OF INFORMATION, ACCOMPLISHMENTS, AND PROBLEM AREAS ENCOUNTERED DURING FISCAL 1972. PROJECTS ARE CLASSIFIED AND DISCUSSED BY COMPONENTS IN THE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAINS, FOR EXAMPLE, READING, PHYSICAL FITNESS, AND DROP-OUT REDUCTION, RESPECTIVELY. WITHIN EACH COMPONENT, VITAL PROJECT STATISTICS ARE FOLLOWED BY A DISCUSSION OF THE EVALUATION RESULTS. THE SUMMARY, CONCLUSION, AND RECOMMENDATIONS CHAPTER IS FOLLOWED BY A DISCUSSION OF FISCAL 1973, WHICH PRESENTS SPECIFIC MODIFICATIONS DESIGNED TO IMPROVE NEW PROJECTS IN THE PHOENIX AREA. A RELATED DOCUMENT IS ED 056 795. (FF)

ACCESSION NUMBER: ED069461

PUBLICATION DATE: DEC 72

TITLE: ADVANCES IN NAVAJO BILINGUAL EDUCATION 1969-72. NAVAJO READING STUDY PROGRESS REPORT NO. 20.

PERSONAL AUTHOR: SPOLSKY, BERNARD, ED.

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; INSTRUCTIONAL MATERIALS; *NAVAHO; READING MATERIALS; *TEACHER EDUCATION

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.

ADVANCES IN NAVAJO BILINGUAL EDUCATION ARE DESCRIBED IN THIS PROGRESS REPORT, IN WHICH BILINGUAL EDUCATION IS PRESENTED AS AN ELEMENT IN AIDING THE COMMUNITY TO BE INVOLVED IN AND TO CONTROL THE NAVAJO EDUCATION SYSTEM. ALSO, THE REPORTS OF 3 MEETINGS CONCERNING NAVAJO EDUCATION ARE INCLUDED. THE REPORT OF A NAVAJO BILINGUAL-BICULTURAL MATERIALS CONFERENCE CONTAINS CURRICULUM IDEAS FOR PERSONS INVOLVED WITH NAVAJO LANGUAGE TEACHING. A PROPOSAL FOR A NAVAJO BILINGUAL EDUCATION PROGRAM FORMS A MAJOR PART OF THE REPORT OF A MEETING OF STUDENTS AND FACULTY HELD AT THE UNIVERSITY OF NEW MEXICO (UNM) TO DISCUSS NAVAJO BILINGUAL TEACHER EDUCATION. THE REPORT OF THE THIRD MEETING, ALSO HELD AT UNM, DISCUSSES THE TRAINING OF NAVAJO BILINGUAL TEACHERS. LISTS OF PARTICIPANTS IN THE MEETINGS AND A "SUPPLEMENT TO THE ANALYTICAL BIBLIOGRAPHY OF NAVAJO READING MATERIALS" ARE ALSO PRESENTED. (PS)

ACCESSION NUMBER: ED069462

PUBLICATION DATE: 72

TITLE: THE AZTECS BIBLIOGRAPHY.

PERSONAL AUTHOR: HARKANYI, KATALIN, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; BOOKS; *CULTURE; *HISTORY; PERIODICALS; *WESTERN CIVILIZATION

IDENTIFIER: *AZTECS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.

THE LIBRARY AT CALIFORNIA STATE UNIVERSITY, SAN DIEGO, POSSESSES A GREAT NUMBER OF WORKS ON THE AZTECS OF MEXICO. THIS BIBLIOGRAPHY LISTS 355 OF THE LIBRARY'S HOLDINGS ON THE AZTECS. HOWEVER, BECAUSE OF THE LACK OF TIME AND FUNDS, SOME PERIODICAL ARTICLES, PAMPHLETS, AND BOOKLETS ON THE SUBJECT WERE OMITTED FROM THIS LIST. THE WORKS INCLUDED DEAL WITH THE AZTEC CIVILIZATION FROM ITS BEGINNINGS THROUGH THE SPANISH CONQUEST. SOME OF THE ENTRIES ARE IN SPANISH. AS AN INTRODUCTION TO THE BIBLIOGRAPHY, DR. ARTHUR J. O. ANDERSON HAS WRITTEN A BRIEF HISTORY OF THE AZTECS. (NQ)

ACCESSION NUMBER: ED069463

PUBLICATION DATE: 72

TITLE: TWENTY-FIFTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.

PERSONAL AUTHOR: JAMES, OVERTON

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMPENSATORY EDUCATION PROGRAMS; ENROLLMENT RATE; *FEDERAL PROGRAMS; LUNCH PROGRAMS; *PROGRAM COSTS; SCHOOL SERVICES; STATISTICAL DATA; *TABLES (DATA)

IDENTIFIER: *JOHNSON O MALLEY ACT; OKLAHOMA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 55P.

THE INDIAN EDUCATION PROGRAM IN OKLAHOMA IS FINANCED AND OPERATED UNDER THE PROVISION OF A CONTRACT BETWEEN THE U.S. BUREAU OF INDIAN AFFAIRS AND THE OKLAHOMA DEPARTMENT OF EDUCATION AND IS SUPERVISED BY THE STATE DEPARTMENT OF EDUCATION AS AUTHORIZED BY THE JOHNSON O'MALLEY ACT (JOM) OF 1936. THE NARRATIVE SECTION OF THIS 1972 ANNUAL REPORT DISCUSSES FREE OR REDUCED COST LUNCHES FOR NEEDY STUDENTS, THE MINIMUM QUALIFICATIONS FOR INCLUSION IN THE JOM PROGRAMS, TEACHER AND TEACHER AIDE PROGRAMS, THE SUMMER PROGRAMS FOR INDIAN STUDENTS IN NEED OF REMEDIAL OR MAKE-UP WORK, THE 14 INDIAN EDUCATION COORDINATORS EMPLOYED BY THE INDIAN DIVISION, THE AVERAGE DAILY ATTENDANCE DURING SCHOOL YEAR 1971-72, AND THE NUMBER OF INDIAN GRADUATES FROM JOM SCHOOLS. THE STATISTICAL REPORT INCLUDES EXHIBITS SUCH AS THE ENROLLMENT AND ATTENDANCE 1970-71, OKLAHOMA STATE TOTALS FOR 1970-71 ENROLLMENT, THE EXPENDITURE OF CONTRACT FUNDS FOR ADMINISTRATION AND SUPERVISION, A FINANCIAL STATEMENT FOR THE FISCAL YEAR ENDING JUNE 30, 1972, AND OTHER ALLOCATIONS OF CONTRACT FUNDS FOR 1971-72. A SUMMARY OF THE AFOREMENTIONED EXHIBITS IS PRESENTED. SOME OF THE ITEMS INCLUDED IN THE APPENDIX ARE THE INDIAN PUBLIC SCHOOL CONTRACT, THE OKLAHOMA PLAN FOR ADMINISTRATION OF JOM FUNDS, AND A MAP OF TRIBAL AREAS IN OKLAHOMA. A RELATED DOCUMENT IS ED 066 274. (HBC)

ACCESSION NUMBER: ED069464

PUBLICATION DATE: 71

TITLE: INDIAN AMERICANS: UNITY AND DIVERSITY. ETHNIC GROUPS IN AMERICAN LIFE SERIES.

PERSONAL AUTHOR: WAX, MURRAY L.

DESCRIPTOR: AMERICAN HISTORY: *AMERICAN INDIANS: *CULTURAL INTERRELATIONSHIPS: CULTURE CONFLICT: DEMOGRAPHY: ECONOMICS: ETHNIC STEREOTYPES: *GOVERNMENT ROLE: GROUP STRUCTURE: *NONRESERVATION AMERICAN INDIANS: RELIGIOUS CULTURAL GROUPS: *RESERVATIONS (INDIAN): SOCIAL INTEGRATION: TRIBES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 236P.

THE BOOK OFFERS AN ORIENTATION TO THE CONTEMPORARY SITUATION AND PROBLEMS OF AMERICAN INDIAN PEOPLES AND PROVIDES A GUIDE TO THE KINDS OF INFORMATION WHICH ARE AVAILABLE ABOUT INDIANS. THE TEXT AND APPENDIXES PROVIDE INFORMATION CONCERNING SUCH BASIC ISSUES AS HOW "INDIAN" IS TO BE DEFINED AND THE CONSEQUENCES OF ONE OR ANOTHER DEFINITION, THE NUMBERS OF INDIAN PERSONS SO DEFINED, THEIR CONDITIONS OF HEALTH AND WELFARE, AND HOW MUCH GOVERNMENTAL MONIES HAVE BEEN ALLOCATED IN THEIR NAMES. ALSO, A HISTORICAL BACKGROUND IS GIVEN TO DEBUNK SOME OF THE MYTHOLOGIES ABOUT INDIANS AND TO ENABLE READERS TO PERCEIVE THE HISTORICAL ROOTS OF PRESENT DIFFICULTIES. REFERENCES AND MAJOR BIBLIOGRAPHICAL AIDS ARE FURNISHED TO AID THE READER IN FINDING THE BETTER MONOGRAPHS OR THE PRIMARY SOURCE MATERIALS. THE TEXT IS DIVIDED INTO 8 CHAPTERS AS FOLLOWS: (1) BACKGROUND: HISTORICAL AND ECOLOGICAL: (2) DEMOGRAPHY: (3) INDIAN-WHITE RELATIONSHIPS: (4) CONTEMPORARY PLAINS RESERVATION COMMUNITIES: (5) A TRIBAL NONRESERVATION PEOPLE: THE OKLAHOMA CHEROKEE: (6) PAN-INDIAN RESPONSES TO INVASION AND DISRUPTION: (7) INDIANS IN THE CITIES: AND (8) IDEOLOGY, IDENTITY, AND THE "INDIAN PROBLEM." ALSO INCLUDED ARE 3 APPENDIXES: (1) BIBLIOGRAPHIC AND RELATED SOURCE MATERIALS: (2) FEDERAL EXPENDITURES IN THE NAME OF AMERICAN INDIANS: AND (3) REFERENCE MATERIALS ON INDIAN POPULATION, EDUCATION, AND HEALTH. (FF)

AVAILABILITY: PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY 07632 ($2.95 FOR PAPERBACK; $5.95 FOR HARDBACK)

ACCESSION NUMBER: ED069465

PUBLICATION DATE: 3 NOV 72

TITLE: INDIAN EDUCATION AND THE FEDERAL GOVERNMENT.

PERSONAL AUTHOR: MARLAND, S. P., JR.

DESCRIPTOR: *ACADEMIC EDUCATION; ADULT EDUCATION; *AMERICAN INDIANS; CAREER EDUCATION; *EDUCATIONAL CHANGE; *FEDERAL PROGRAMS; *GOVERNMENT ROLE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.; PAPER PRESENTED TO FOURTH ANNUAL INDIAN EDUCATION CONFERENCE (SEATTLE, WASHINGTON, NOVEMBER 3, 1972)

THE ASSISTANT SECRETARY FOR EDUCATION DISCUSSES IN THIS SPEECH WHAT THE FEDERAL GOVERNMENT, UNDER THE AUSPICES OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, HAS DONE AND IS DOING TO MEET THE SPECIAL EDUCATIONAL NEEDS OF AMERICAN INDIANS IN THE UNITED STATES. THE OFFICE OF EDUCATION HAS BEEN GIVEN BROAD NEW AUTHORITY AND COMMANDS BY THE CONGRESS AND THE ADMINISTRATION TO HELP MEET THE NEEDS OF INDIAN CHILDREN, BOTH ON AND OFF THE RESERVATION. GRANTS FOR NEEDS ASSESSMENT AND PLANNING IN THE AREAS OF EDUCATION AND COMMUNITY COLLEGE OPPORTUNITIES FOR INDIANS ARE EXPECTED TO BE FUNDED IN 1973. AMONG THE MAJOR EDUCATIONAL TARGET AREAS FOR THIS YEAR ARE PRESCHOOL PROGRAMS, BICULTURAL EDUCATION, ENGLISH LANGUAGE COMMUNICATION, AND SKILL SCHOOL EQUIVALENCY TRAINING FOR ADULTS. (FF)

ACCESSION NUMBER: ED070000

PUBLICATION DATE: 71

TITLE: EVALUATION OF POTENTIAL FOR CHANGE IN JUNIOR HIGH AGE YOUTH FROM AMERICAN INDIAN, MEXICAN AND ANGLO ETHNIC BACKGROUNDS.

PERSONAL AUTHOR: MASON, EVELYN P.; LOCASSO, RICHARD M.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ACADEMIC PERFORMANCE; AMERICAN INDIANS; ANGLO AMERICANS; *ETHNIC GROUPS; *ETHNIC STUDIES; *JUNIOR HIGH SCHOOL STUDENTS; MEXICAN AMERICANS; MINORITY GROUPS; REMEDIAL PROGRAMS; SECONDARY SCHOOL STUDENTS

IDENTIFIER: CALIFORNIA ACHIEVEMENT TEST; CALIFORNIA PSYCHOLOGICAL INVENTORY; CALIFORNIA TEST OF MENTAL MATURITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

PARTICIPANTS FROM AMERICAN INDIAN, MEXICAN, AND ANGLO BACKGROUNDS TOOK PART IN A SIX-WEEK, INNOVATIVE SUMMER RESIDENCE PROGRAM OF EDUCATIONAL REMEDIATION AND ACCELERATION FOR JUNIOR HIGH STUDENTS. THE PARTICIPANTS WERE SELECTED FROM JUNIOR HIGH TEACHERS', COUNSELORS', AND SCHOOL ADMINISTRATORS' NOMINATIONS OF THOSE STUDENTS WHO BEST MET THE CRITERIA OF ACADEMIC POTENTIAL FOR AT LEAST HIGH SCHOOL COMPLETION, ACHIEVEMENT BELOW POTENTIAL AND EVIDENCE OF SOCIOCULTURAL DEFICIT. THE RESULTS SHOWED IMPROVED ACADEMIC ACHIEVEMENT, AS MEASURED BY THE CALIFORNIA ACHIEVEMENT TEST, SOME IMPROVEMENT IN NON-LANGUAGE SKILLS AS MEASURED BY THE CALIFORNIA TEST OF MENTAL MATURITY, AND IMPROVED EVALUATIONS OF SELF-WORTH AS MEASURED BY THE CALIFORNIA PSYCHOLOGICAL INVENTORY. EVIDENCE OF SLIGHTLY GREATER IMPROVEMENT AMONG FEMALE PARTICIPANTS WAS FOUND BUT THE SUPERIOR PERFORMANCE FOR ANGLOS WITH INDIANS CONSISTENTLY LOWER WHICH WAS NOTED IN THE ORIGINAL TESTING PERSISTED OVER TIME. (AUTHOR)

ACCESSION NUMBER: ED070051

PUBLICATION DATE: 72

TITLE: THE RELATIONSHIP OF SELF ESTEEM AND VARIABLES ASSOCIATED WITH READING FOR FOURTH GRADE PIMA INDIAN CHILDREN.

PERSONAL AUTHOR: GARDNER, RUTH COGSWELL ANDERSON

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL AWARENESS; ETHNIC GROUPS; *GRADE 4; *INTELLIGENCE FACTORS; LANGUAGE ABILITY; READING; READING ABILITY; *READING ACHIEVEMENT; *SELF ESTEEM; SEX DIFFERENCES

IDENTIFIER: *PIMA INDIANS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 100P.; ED.D. DISSERTATION, THE UNIVERSITY OF ARIZONA

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE RELATIONSHIP OF SELF-ESTEEM TO VARIABLES ASSOCIATED WITH READING FOR FOURTH GRADE PIMA INDIAN CHILDREN. THE VARIABLES SELECTED WERE INTELLIGENCE FACTORS, READING ACHIEVEMENT QUOTIENTS, AND READING ATTITUDES. SIGNIFICANT RELATIONSHIPS WERE FOUND BETWEEN SELF-ESTEEM AND LANGUAGE ABILITY, TOTAL INTELLIGENCE AS REPRESENTED BY MENTAL AGE, READING ACHIEVEMENT IN TERMS OF AGE AND GRADE EXPECTANCY, READING EXPECTANCY IN TERMS OF ESTIMATED POTENTIAL AND ATTITUDE TOWARD READING FOR BOYS. NO SIGNIFICANT RELATIONSHIPS WERE FOUND FOR GIRLS. SIGNIFICANT RELATIONSHIPS WERE FOUND FOR LANGUAGE MENTAL AGE, READING ACHIEVEMENT IN TERMS OF GRADE EXPECTANCY, AND ATTITUDE TOWARD READING FOR THE TOTAL GROUP. THE FINDINGS OF THE STUDY INDICATE A NEED TO (1) CONTINUE PROGRAMS TO RAISE THE SELF-ESTEEM OF PIMA INDIAN CHILDREN, (2) PROVIDE READING INSTRUCTION BASED UPON ENHANCING THE CHILD'S SELF-ESTEEM THROUGH THE VALUING OF HIS OWN LANGUAGE, INTERESTS, AND ABILITIES, AND (3) RESPECT ATTITUDES REFLECTING PIMA CULTURE WHICH INFLUENCE SELF-ESTEEM AND SCHOOL ACHIEVEMENT. (AUTHOR/DI)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 72-25,509, MFILM $4.00, XEROGRAPHY $10.00)

ACCESSION NUMBER: ED070118

PUBLICATION DATE: NOV 72

TITLE: SPEECH COMMUNICATION EDUCATION AND THE AMERICAN INDIAN: CHALLENGES AND CONTRASTS.

PERSONAL AUTHOR: OSBORN, LYNN R.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *COMMUNICATION (THOUGHT TRANSFER); *COMMUNICATION SKILLS; *CULTURAL DIFFERENCES; CULTURAL FACTORS; EDUCATIONAL INNOVATION; EFFECTIVE TEACHING; INSTRUCTIONAL INNOVATION; *RELEVANCE (EDUCATION); STUDENT NEEDS

IDENTIFIER: *SPEECH COMMUNICATION EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE WESTERN SPEECH COMMUNICATION ASSN. (HONOLULU, NOVEMBER 1972)

THE AUTHOR EXAMINES THE PECULIARLY CRUCIAL ROLE PLAYED BY SPOKEN COMMUNICATION IN THE DEVELOPMENT AND ADVANCEMENT OF INDIAN CULTURES, WITH SPECIAL ATTENTION TO THE CHALLENGES AND CONTRASTS THE AMERICAN INDIAN STUDENT PRESENTS FOR THE SPEECH COMMUNICATION EDUCATOR. THREE SPECIFIC ASPECTS OF TRADITIONAL SPEECH COMMUNICATION BEHAVIOR, UNIQUE TO THE AMERICAN INDIAN, ARE DISCUSSED. THESE THREE--THE TRADITION OF INDIAN ELOQUENCE, COMPARATIVELY SUPERIOR LISTENING AND MEMORY CAPACITIES, AND SILENCE AS AN INTEGRAL PART OF COMMUNICATION--ARE SUGGESTED FOR CONSIDERATION BY THE SPEECH COMMUNICATION TEACHER WHOSE CLASSROOM INCLUDES AMERICAN INDIAN STUDENTS. (LG)

ACCESSION NUMBER: ED070310

PUBLICATION DATE: 72

TITLE: BIBLIOGRAPHY OF NONPRINT INSTRUCTIONAL MATERIALS ON THE AMERICAN INDIAN.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *AUDIOVISUAL AIDS; CHARTS; FILMS; FILMSTRIPS; INSTRUCTIONAL FILMS; *INSTRUCTIONAL MEDIA; MAPS; MULTIMEDIA INSTRUCTION; PHONOTAPE RECORDINGS; SLIDES; TRANSPARENCIES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 221P.

REFERENCES TO APPROXIMATELY 1400 NONPRINT INSTRUCTIONAL MATERIALS ON THE AMERICAN INDIAN ARE INCLUDED IN THIS BIBLIOGRAPHY, INCLUDING 16MM MOTION PICTURES, 8MM FILM LOOPS, FILMSTRIPS, 35MM SLIDES, OVERHEAD TRANSPARENCIES, STUDY PRINTS, MAPS, CHARTS, AUDIO RECORDINGS, AND MULTIMEDIA KITS. A SUBJECT INDEX LISTS ENTRY TITLES UNDER APPROPRIATE CATEGORIES, AND AN ALPHABETICAL LISTING OF THE REFERENCES BY TITLE PROVIDES MORE COMPLETE INFORMATION--GRADE LEVEL, DATE, RUNNING TIME, TYPE OF MEDIUM, AND A DESCRIPTION OF THE CONTENT. A SUBJECT HEADING INDEX AND DISTRIBUTOR'S INDEX ARE ALSO INCLUDED. (SH)

AVAILABILITY: BRIGHAM YOUNG UNIVERSITY PRINTING SERVICE, PROVO, UTAH 84601 ($2.95)

ACCESSION NUMBER: ED070537

PUBLICATION DATE: MAY 63

TITLE: AN ANALYSIS OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION REPORTS TO THE FEDERAL GOVERNMENT RELATIVE TO WISCONSIN INDIAN HIGH SCHOOL DROPOUTS.

PERSONAL AUTHOR: DAVIDS, DOROTHY WINONA

DESCRIPTOR: *AMERICAN INDIANS; COMPARATIVE ANALYSIS; *DROPOUT CHARACTERISTICS; FEDERAL STATE RELATIONSHIP; *GOVERNMENT ROLE; *HIGHER EDUCATION; LONGITUDINAL STUDIES; REPORTS; *SECONDARY EDUCATION

IDENTIFIER: *WISCONSIN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.; SEMINAR PAPER PRESENTED TO THE GRADUATE SCHOOL, UNIVERSITY OF WISCONSIN, MILWAUKEE

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER THE AMERICAN INDIAN HIGH SCHOOL DROPOUT RATE IN WISCONSIN WAS MORE SERIOUS THAN THAT SUGGESTED BY THE 1961-62 STATE REPORT TO THE FEDERAL GOVERNMENT. THE NATION REPORTED A DROPOUT RATE OF APPROXIMATELY 33%; THE BUREAU OF INDIAN AFFAIRS REPORTED A 60% DROPOUT RATE FOR THE GENERAL INDIAN HIGH SCHOOL POPULATION. THESE DROPOUT RATES WERE BASED ON LONGITUDINAL STUDIES AND IN ALL CASES THE TREND WAS EITHER INCREASING OR STABILIZING. A LONGITUDINAL ANALYSIS OF 4 CLASSES WAS MADE, AND 4 STATE REPORTS WERE EXAMINED. THE RESULTS OF THIS STUDY SUGGESTED THAT THE DROPOUT RATE OF WISCONSIN INDIAN HIGH SCHOOL STUDENTS WAS INCREASING RATHER THAN DECREASING. THE DROPOUT RATE APPEARED TO BE INCREASING IN THE LARGER HIGH SCHOOLS ADJACENT TO THE CHIPPEWA, ONEIDA, AND MENOMINEE INDIAN GROUPS. IT WAS CONCLUDED THAT THE GREATEST PERCENTAGE OF DROPOUTS GENERALLY OCCURRED BETWEEN THE 10TH AND 11TH GRADES AND THAT THE 10 HIGH SCHOOLS HAVING THE LARGEST INDIAN POPULATION GENERALLY ARE LOSING THEIR HOLDING POWER ON WISCONSIN INDIAN YOUTH. THE 8 RECOMMENDATIONS INCLUDE THAT MORE STUDIES OF THE INDIAN HIGH SCHOOL DROPOUT PROBLEM BE INITIATED BY HIGH SCHOOLS ADJACENT TO RESERVATIONS, THAT THE CURRICULUM BE BROADENED, THAT ALTERNATIVE TEACHING METHODS BE EMPLOYED, AND THAT GUIDANCE AND COUNSELING PERSONNEL BECOME AWARE OF THE INDIAN VIEW OF LIFE. (FF)

ACCESSION NUMBER: ED070541

PUBLICATION DATE: JAN 70

TITLE: CROSS-CULTURAL STUDY OF COGNITIVE DEVELOPMENT ON THE PINE RIDGE INDIAN RESERVATION: THE PINE RIDGE RESEARCH BULLETIN NO. 11, 1970.

PERSONAL AUTHOR: VOYAT, GILBERT; SILK, STEPHEN

DESCRIPTOR: *AMERICAN INDIANS; *COGNITIVE DEVELOPMENT; *CROSS CULTURAL STUDIES; *CULTURE FREE TESTS; ECONOMIC DISADVANTAGEMENT; *INTELLIGENCE TESTS; LEARNING THEORIES; SELF CONCEPT; THOUGHT PROCESSES

IDENTIFIER: OGLALA SIOUX; *PIAGET COGNITIVE DEVELOPMENT THEORY; PINE RIDGE INDIAN RESERVATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 28P.

THE RESEARCH SUMMARIZED IN THIS PAPER WAS CONDUCTED ON THE PINE RIDGE INDIAN RESERVATION IN SOUTH DAKOTA. THE PURPOSE OF THE DEVELOPMENTAL STUDY WAS TO EXPLORE THE COGNITIVE ASPECT OF DEVELOPMENT RATHER THAN TO EXPLORE THE PERSONALITY AS A WHOLE. THE CLINICAL EXPLORATORY METHOD OF PIAGET WAS EMPLOYED, WHICH FOCUSES PRIMARILY UPON AN EXPERIMENTAL INVESTIGATION OF THE QUALITATIVE DEVELOPMENT OF INTELLECTUAL STRUCTURES, BECAUSE IT WAS EXPECTED THAT PIAGET'S SYSTEM WOULD BE FREE OF CULTURAL BIAS. SOME HYPOTHESES TESTED WERE (1) ARE PIAGET'S TESTS INSENSITIVE TO BASIC DIFFERENCES IN THE SEQUENCE OF STAGES OF COGNITIVE DEVELOPMENT? (2) ARE THERE TIME DELAYS OR TIME ADVANCES IN THE POPULATION? AND (3) ARE TIME DELAYS OBSERVED BETWEEN ETHNIC GROUPS CONSISTENT, OR IS A DELAY WITHIN ONE ETHNIC GROUP OFFSET BY A RELATIVE ADVANCE IN SOME OTHER AREA? THE METHODOLOGY OF THIS RESEARCH CONSISTED OF ADAPTING THE INTERVIEW TO THE REACTIONS OF THE 75 OGLALA SIOUX CHILDREN, AGED 4 THROUGH 10, WHO WERE TESTED. THE RESULTS INDICATED THAT THE SUCCESSION OF STAGES DESCRIBED BY PIAGET IS RESPECTED BY BOTH THE PINE RIDGE AND THE GENEVA POPULATION. FURTHER, THERE WAS SHOWN TO BE NO FUNDAMENTAL DELAY IN THE DEVELOPMENT OF THE BASIC PROCESSES IN THINKING AMONG THE POPULATION IN PINE RIDGE. IT WAS ALSO FOUND THAT BASIC PROCESSES IN COGNITION ARE MORE A FUNCTION OF AN ACTIVE ORGANIZATION PROCESS THAT THE CHILD BRINGS UPON HIS EXPERIENCE THAN IS THE ROLE THAT LANGUAGE PLAYS IN THE THOUGHT PROCESS. (HBC)

JOURNAL CITATION: PINE RIDGE RESEARCH BULLETIN NO. 11, JANUARY 1970

ACCESSION NUMBER: ED070543

PUBLICATION DATE: 71

TITLE: HISTORICAL PERSPECTIVES OF FEDERAL EDUCATIONAL PROMISES AND PERFORMANCE AMONG THE FORT BERTHOLD INDIANS.

PERSONAL AUTHOR: STOCKMAN, WALLACE HENRY

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL POLICY; FINANCIAL SUPPORT; FISCAL CAPACITY; *GOVERNMENT ROLE; INDUSTRIALIZATION; *LEGAL RESPONSIBILITY; NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); SCHOOLS

IDENTIFIER: ARIKARA; *FT BERTHOLD INDIAN RESERVATION; HIDATSA; MANDAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 362P.; PH.D. DISSERTATION SUBMITTED TO THE UNIVERSITY OF COLORADO, BOULDER

THE STUDY CONCERNS FEDERAL INDIAN LAW--ITS SOCIAL ORIGINS, ITS HISTORICAL GROWTH AND DIRECTION, AND ITS EFFECTIVENESS AMONG THE 3 AFFILIATED TRIBES (MANDAN, HIDATSA, AND ARIKARA) OF THE FT. BERTHOLD AMERICAN INDIAN RESERVATION (POPULATION TOTAL 2,750, WITH A BIRTH RATE OF 40 PER 1,000 AND A DEATH RATE OF 9 PER 1,000) LOCATED IN NORTH DAKOTA. IT IS ALSO CONCERNED WITH EDUCATION--ITS FUNCTION IN THE ACCULTURATION PROCESS OF THE FT. BERTHOLD INDIANS, ITS SUCCESSES AND FAILURES, AND THE RISE OF A SCHOOL SYSTEM, EDUCATION BEING BROADLY DEFINED IN TERMS OF SOCIALIZATION. THE CURRENT EDUCATIONAL LEVEL IS APPROXIMATELY AT THE 10TH GRADE LEVEL. THERE WERE 1,200 INDIAN CHILDREN IN ELEMENTARY, 500 IN HIGH SCHOOL, 125 IN COLLEGES, AND 45 IN VOCATIONAL SCHOOLS IN FISCAL 1971. THE FT. BERTHOLD PEOPLE ARE CURRENTLY EXPERIENCING MAJOR SOCIAL CHANGES WHICH MIGHT STIMULATE THEM TO DEVELOP AND TO SUPPORT A SOCIAL SYSTEM CAPABLE OF SOLVING THEIR ECONOMIC, POLITICAL, RELIGIOUS, EDUCATIONAL, AND FAMILY PROBLEMS. IT IS RECOMMENDED THAT EMPHASIS BE PLACED ON EDUCATIONAL PROCESSES CAPABLE OF MAKING ATTITUDINAL CHANGES AND THAT THE DIRECTION OF THESE CHANGES ALLOW THE INDIAN TO UTILIZE HIS LAND RESOURCES TO THEIR FULLEST EXTENT. IN ADDITION, BLOCKS OF FRACTIONATED LAND HOLDINGS SHOULD BE REMOVED AND SUFFICIENT PROFESSIONAL HELP PROVIDED WHEREBY THE INDIANS WISHING TO MAKE A LIVING OFF THE LAND HAVE THE MENTAL AS WELL AS ECONOMIC ASSETS NEEDED TO MAKE THIS A REALITY. IT IS FURTHER SUGGESTED THAT THE INDIAN STUDENT BE EXPOSED TO CULTURAL CONTENT WHEN HE ENTERS SCHOOL AND THAT THE EDUCATIVE PROCESS SHOULD INVOLVE THE ADULT AS WELL AS THE STUDENT. (AUTHOR/FF)

ACCESSION NUMBER: ED070544

PUBLICATION DATE: 72

TITLE: THE FIRST INDIAN BILINGUAL PROJECTS, TITLE VII MEETING: A REPORT.

PERSONAL AUTHOR: BERENDZEN, HARRY

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *EDUCATIONAL PROGRAMS; *EVALUATION; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL STAFF; LANGUAGE ABILITY; *NAVAHO; OBJECTIVES; SMALL GROUP INSTRUCTION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 7P.; REPORT ON INDIAN BILINGUAL PROJECTS MEETING, DENVER, COLO., FEBRUARY 22-23, 1972

THE PURPOSE OF THE FIRST INDIAN BILINGUAL PROJECTS, TITLE VII MEETING WAS TO DISCUSS EXPERIENCES AND EXCHANGE IDEAS ON THE DEVELOPMENT OF EVALUATION DESIGN AND MEASURABLE OBJECTIVES, THE INVOLVEMENT OF PARENTS AND COMMUNITY, AND THE DEVELOPMENT OF MATERIALS. SESSIONS WERE HELD ON UNOBTRUSIVE MEASURES, MEASURING LANGUAGE DOMINANCE, PARENT AND COMMUNITY INVOLVEMENT, SMALL GROUP INSTRUCTION FOR THE CLASSROOM, AND MATERIALS DEVELOPMENT. SUGGESTIONS INCLUDED THAT AT LEAST 2 MEETINGS BE HELD PER YEAR; THAT THE ENTIRE PROJECT STAFF BE GIVEN AN OPPORTUNITY FOR INPUT AND AGREEMENT IN THE AREA OF EVALUATION; THAT MORE COMMUNITY MEMBERS BE PRESENT FOR FUTURE MEETINGS; THAT NATIVE SPEAKERS BE TRAINED TO BECOME BILINGUAL TEACHERS; AND THAT PRESENTATION, DISPLAY, AND DEMONSTRATION OF PROJECT-DEVELOPED MATERIALS BE A MAJOR PART OF FUTURE MEETINGS. (PS)

JOURNAL CITATION: LANGUAGE IN AMERICAN INDIAN EDUCATION, SPRING 1972

ACCESSION NUMBER: ED070547

PUBLICATION DATE: JAN 73

TITLE: AN ANNOTATED BIBLIOGRAPHY OF YOUNG PEOPLE'S BOOKS ON AMERICAN INDIANS. INDIAN EDUCATION CURRICULUM BULLETIN NO. 12.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIOGRAPHIES; BOOKS; CHILDRENS BOOKS; CULTURAL AWARENESS; *CULTURAL EDUCATION; *EDUCATIONAL RESOURCES; FICTION; HISTORY; *INSTRUCTIONAL MATERIALS; STORY READING

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 62P.

APPROXIMATELY 367 BOOKS ON AMERICAN INDIANS, PUBLISHED BETWEEN 1931 AND 1972, ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY AND ARE GRADED FOR STUDENTS BETWEEN THE PRIMARY AND 12TH GRADE LEVEL. THIS BIBLIOGRAPHY IS A SUPPLEMENT TO "AN ANNOTATED BIBLIOGRAPHY OF YOUNG PEOPLE'S FICTION ON AMERICAN INDIANS," CURRICULUM BULLETIN NO. 11, PUBLISHED IN JANUARY 1972. THE PURPOSE OF THIS SUPPLEMENT IS TO PROVIDE TEACHERS AND LIBRARIANS WITH MORE MATERIALS WHICH CAN BE USED TO HELP AMERICAN INDIAN CHILDREN GAIN PRIDE IN THEIR INDIAN HERITAGE AND IN THEMSELVES. IT IS ALSO HOPED THAT THESE MATERIALS WILL HELP NON-INDIAN CHILDREN TO GAIN A DEEPER UNDERSTANDING OF THEIR INDIAN BROTHERS. EACH OF THE BOOKS HAS EITHER BEEN WRITTEN BY AN INDIAN OR HAS BEEN REVIEWED FROM AN INDIAN VIEWPOINT. CONSEQUENTLY, THE BOOKS LISTED IN THIS SUPPLEMENT HAVE BEEN INCLUDED FOR THEIR ACCURACY AND FAIR TREATMENT OF THE INDIAN. THIS BIBLIOGRAPHY, UNLIKE THE FIRST, CONTAINS BOTH FICTION AND NONFICTION WORKS. (AUTHOR/FF)

AVAILABILITY: FOR AVAILABILITY OF FREE COPIES WRITE MR. ROBERT REBERT, LANGUAGE ARTS BRANCH, DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT, BUREAU OF INDIAN AFFAIRS, P.O. BOX 1788, ALBUQUERQUE, NEW MEXICO 87103

ACCESSION NUMBER: ED070551

PUBLICATION DATE: OCT 72

TITLE: ANNUAL REPORT, 1971-1972, TO THE UNITED STATES BUREAU OF INDIAN AFFAIRS. INDIAN EDUCATION PROGRAM [NEVADA].

PERSONAL AUTHOR: POEHLMAN, CHARLES H., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; AVERAGE DAILY ATTENDANCE; DROPOUTS; *EDUCATIONAL FINANCE; ENROLLMENT; *FEDERAL AID; FEDERAL LEGISLATION; PROGRAM DESCRIPTIONS; *STATE PROGRAMS; TABLES (DATA)

IDENTIFIER: *JOHNSON O MALLEY ACT; NEVADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 54P.

AFTER A BRIEF DISCUSSION OF THE JOHNSON-O'MALLEY PROGRAM IN NEVADA, THE STATE'S EXPENDITURES FOR THE FISCAL YEAR JULY 1, 1971, TO JUNE 30, 1972, ARE REPORTED. NEVADA'S INDIAN EDUCATION PROGRAM IS THE RESULT OF THE JOHNSON-O'MALLEY ACT (JOM), WHICH PROVIDES FUNDS FOR THE ADMINISTRATION OF THE PROGRAM AND FOR THE PAYMENT OF TUITION TO SCHOOL DISTRICTS WHICH ENROLL ELIGIBLE AMERICAN INDIAN CHILDREN. THIS FISCAL YEAR, NEVADA'S ALLOCATION OF JOM FUNDS AMOUNTED TO $194,750. REPORTS OF JOM EXPENDITURES AND SPECIAL FUND ALLOCATIONS ARE PRESENTED BY SCHOOL DISTRICT. ALSO PRESENTED BY SCHOOL DISTRICT ARE TABULATED DATA ON ENROLLMENT AND ATTENDANCE. DATA FROM A 5-YEAR SURVEY OF INDIAN DROPOUTS ARE GIVEN ACCORDING TO SEX AND TO THE REASON FOR DROPPING OUT. NEVADA'S PLAN FOR DISTRIBUTION OF JOM CONTRACT FUNDS, THE PROCEDURES FOR DETERMINATION OF STATE APPORTIONMENT FOR NEVADA PUBLIC SCHOOLS, AND THE REVISED JOM GUIDELINES ARE ALSO INCLUDED. A RELATED DOCUMENT IS ED 055 709. (NQ)

ACCESSION NUMBER: ED070556

PUBLICATION DATE: JUL 72

TITLE: OFF-RESERVATION BOARDING SCHOOL PROJECT (ORBS PROJECT).

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *BOARDING SCHOOLS; CONSULTANTS; *CURRICULUM; EDUCATIONAL FACILITIES; EDUCATIONAL FINANCE; EDUCATIONAL NEEDS; HEALTH SERVICES; HUMAN RELATIONS; *PROGRAM EVALUATION; *PROGRAM PLANNING; WORKSHOPS

IDENTIFIER: *OFF RESERVATION BOARDING SCHOOL PROJECT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.

THE OFF-RESERVATION BOARDING SCHOOL (ORBS) PROJECT, FINANCED BY THE BUREAU OF INDIAN AFFAIRS, IS DESCRIBED IN THIS DOCUMENT, WHICH WAS PRESENTED TO PARTICIPANTS AT AN ORBS PROJECT WORKSHOP. THE PROJECT WAS DEVISED AS A VEHICLE FOR SUPPLYING THE ANSWERS TO THE FOLLOWING UNANSWERED QUESTIONS CONCERNING INDIAN EDUCATION: SHOULD ORBS CONTINUE TO SERVE THE NEEDS OF INDIAN YOUNGSTERS? IF SO, WHAT KINDS OF SCHOOLS SHOULD AND CAN THEY BE? SHOULD SOME OF THEM HAVE SPECIAL PURPOSES? WHAT TYPES OF STUDENTS SHOULD BE ENROLLED? AND MOST IMPORTANT, HOW DOES THE ENTIRE SUBJECT OF ORBS RELATE TO THE POLICY OF SELF-DETERMINATION? THE GENERAL OBJECTIVES FOR THE ORBS PROJECT ARE TO REVIEW AND DEVELOP LONG-RANGE GOALS, IDENTIFY AND DESCRIBE THE EXISTING PROGRAM, AND PROVIDE RECOMMENDATIONS FOR MEETING THE AGREED-UPON LONG-RANGE GOALS AND OBJECTIVES. AREA OFFICES, THE SCHOOL BOARD, THE EVALUATOR AND CHAIRMAN, THE BUDGET, PERIPHERAL DORMITORIES, CONSULTANTS, REPORT REPRODUCTION, TIMING, AND STEPS TO ORBS ARE TOPICS LISTED UNDER THE SECTION ON ORBS PROCEDURES, WHICH DESCRIBES HOW ORBS WORKS. SUMMARIES OF THE ORBS PROGRAM CATEGORIES, BY WHICH EACH ORBS IS TO BE ANALYZED, SUCH AS THE GOALS AND PHILOSOPHY, THE SCHOOL PLANT, THE CURRICULUM OR INSTRUCTIONAL PROGRAM, THE OUT-OF-CLASS ACTIVITIES, ADMINISTRATION, EVALUATION, ADMISSION PRACTICES, PLANT MANAGEMENT, PUBLIC AND HUMAN RELATIONS, AND HEALTH SERVICES ARE ALSO INCLUDED. (HBC)

ACCESSION NUMBER: ED070557

PUBLICATION DATE: 72

TITLE: EVALUATION REPORT OF THE SPECIAL SCHOLARSHIP IN LAW FOR AMERICAN INDIANS.

PERSONAL AUTHOR: UNDERWOOD, GEORGE W., COMP.; PIERCE, JAMES R., COMP.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; JOB PLACEMENT; *LAW SCHOOLS; ORGANIZATIONS (GROUPS); PERSONNEL SELECTION; *PROGRAM EVALUATION; *RECRUITMENT; *SCHOLARSHIPS

IDENTIFIER: *UNIVERSITY OF NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 53P.

THE EVALUATION TEAM WAS CONTRACTED BY THE BUREAU OF INDIAN AFFAIRS (BIA) TO CONDUCT AN OVERALL INDEPENDENT EVALUATION OF THE AMERICAN INDIAN SCHOLARSHIP PROGRAM AT THE UNIVERSITY OF NEW MEXICO. FINDINGS INCLUDE THAT THE UNIVERSITY OF NEW MEXICO IS CONSIDERED BY LAW STUDENTS AND GRADUATES AS THE CENTER FOR LEGAL EDUCATION FOR INDIANS; THAT THE PER CAPITA COST FOR LAW STUDENTS WAS HIGH DURING THE FIRST 4 YEARS OF THE PROGRAM; THAT THE INCREASED NUMBER OF LAW STUDENTS HAS DECREASED THE PER CAPITA COST ALTHOUGH THE PROGRAM HAS REQUIRED MORE MONEY DURING EACH YEAR OF OPERATION; AND THAT RECRUITMENT OF STUDENTS IS VERY GOOD, WITH STUDENTS FROM APPROXIMATELY 50 TRIBES, COMING MOSTLY FROM WEST OF THE MISSISSIPPI RIVER, AND A HIGH PERCENTAGE OF WOMEN STUDENTS. THE EVALUATION TEAM MADE 9 RECOMMENDATIONS, INCLUDING THAT STUDENTS' RECORDS SHOULD INCLUDE THE QUANTUM OF BLOOD, MANNER OF RECRUITMENT, AND CURRENT PROGRESS; THAT APPLICANTS SHOULD BE ADVISED OF THE SPECIFIC REASON FOR REJECTION; THAT APPLICANTS SHOULD BE ADVISED AT THE EARLIEST POSSIBLE DATE THAT SUMMER ORIENTATION IS OPTIONAL FOR WELL-QUALIFIED APPLICANTS; THAT DETAILED FISCAL RECORDS SHOULD BE MAINTAINED FOR EACH STUDENT; AND THAT EACH GRADUATE'S FILE SHOULD REFLECT THE DATE OF ADMISSION TO THE BAR AND THE JURISDICTION. (FF)

ACCESSION NUMBER: ED070558

PUBLICATION DATE: 72

TITLE: EVALUATION REPORT OF THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, TOPPENISH, WASHINGTON.

PERSONAL AUTHOR: STREIFF, PAUL R.

DESCRIPTOR: *AMERICAN INDIANS; *FACILITY CASE STUDIES; *FEDERAL AID; FINANCIAL SUPPORT; *MIGRANT EDUCATION; *PROGRAM EVALUATION; SERVICE EDUCATION

IDENTIFIER: *JOHNSON O MALLEY ACT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 57P.

THE EFFECTIVENESS (IN TERMS OF EDUCATIONAL SERVICES FOR AMERICAN INDIANS RECEIVED FOR DOLLARS SPENT) OF JOHNSON O'MALLEY (JOM) FUNDING FOR THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN CHILDREN WAS EVALUATED. THE APPROACH TO THE EVALUATION OF THE CENTER WAS BASED ON THE WORKING DEFINITION USED BY THE DIVISION OF EVALUATION AND PROGRAM REVIEW OF THE BUREAU OF INDIAN AFFAIRS (BIA) OFFICE OF EDUCATION PROGRAMS, WHICH INCLUDES (1) DETERMINING THE DECISION AREAS OF CONCERN, (2) SELECTING, COLLECTING, AND ANALYZING INFORMATION NEEDED IN MAKING THOSE DECISIONS, AND (3) REPORTING THAT INFORMATION TO THE APPROPRIATE DECISION-MAKERS SO THAT THEY MAY DECIDE AMONG ALTERNATIVE COURSES OF ACTION. THE INFORMATION CATEGORIES EXAMINED WERE BACKGROUND, LEGALITIES AND INDIAN INVOLVEMENT, OBJECTIVES, BUDGET AND FINANCE, AND CENTER COMPONENTS. CONCLUSIONS AND RECOMMENDATIONS INCLUDED THE FOLLOWING: (1) THE CENTER'S ACTIVITIES TO DATE ARE WORTHWHILE AND DEFENSIBLE UNDER JOM FUNDING, AND JOM FUNDING SHOULD BE CONTINUED IN FY 1974; (2) SINCE POSSIBLY THE COMBINING OF MIGRANTS AND INDIANS IS NOT HELPFUL, BUT INSTEAD RESULTS IN DIFFICULTIES WITH BOTH GROUPS, EFFORTS SHOULD BE MADE TO CLARIFY THE POPULATION TO BE SERVED; (3) THE ROLE OF THE CENTER AND THE PROBLEMS IT IS ATTEMPTING TO RESOLVE SHOULD BE BETTER DEFINED; AND (4) THE ROLE OF AND SERVICES OFFERED BY CENTRAL WASHINGTON STATE COLLEGE SHOULD BE CLARIFIED. INCLUDED IN THE APPENDIXES ARE DOCUMENTS PERTAINING TO THE HISTORY OF THE CENTER. (FF)

ACCESSION NUMBER: ED070559

PUBLICATION DATE: DEC 72

TITLE: INFORMATION NEEDS TO SUPPORT AN EVALUATION PROCESS FOR BUREAU OF INDIAN AFFAIRS EDUCATIONAL PROGRAMS.

PERSONAL AUTHOR: JEFFERY, JAMES R., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ATTENDANCE RECORDS; DATA PROCESSING; EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL PROGRAMS; *EVALUATION METHODS; *INFORMATION NEEDS; *OBJECTIVES; STATE AGENCIES

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 38P.

THE PURPOSE OF THIS PAPER IS TO PROVIDE THE DIRECTOR OF THE OFFICE OF EDUCATION PROGRAMS WITH AN INSTRUMENT WITH WHICH TO DEVELOP AN EDUCATIONAL DATA BASE FOR PROVIDING INFORMATION TO EVALUATE THE EDUCATION PROGRAMS OF THE BUREAU OF INDIAN AFFAIRS (BIA). SOME SPECIFIC ISSUES AND QUESTIONS ARE PRESENTED ALONG WITH BACKGROUND INFORMATION. BIA EDUCATIONAL INFORMATION NEEDS ARE IDENTIFIED IN THE FOLLOWING AREAS: ASSESSMENT OF NEEDS, ESTABLISHMENT OF GOALS AND OBJECTIVES, PLANNING FOR IMPLEMENTATION, OPERATION, EVALUATION, EVALUATION RECYCLING, AND PUPIL ACCOUNTING. THE PROPOSED TECHNICAL APPROACH TO THE DEVELOPMENT OF AN EDUCATION INFORMATION PROGRAM INCLUDES THE UTILIZATION OF A FINANCIAL ACCOUNTING SUB-SYSTEM AND A PUPIL ACCOUNTING SUB-SYSTEM. STEPS SUGGESTED FOR THE IMPLEMENTATION OF THESE PROGRAMS ARE THAT (1) RECODING FOR THE FINANCIAL MANAGEMENT SUB-SYSTEM SHOULD BE COMPLETED EARLY IN FISCAL YEAR 1973, (2) ELEMENTS OF DATA SHOULD BE COLLECTED IN THE FALL OF 1972 AND MADE A PART OF THE PERMANENT PUPIL RECORD SYSTEM SHORTLY THEREAFTER, (3) PLANS SHOULD BE DEVELOPED FOR COLLECTING PUPIL ENROLLMENT AND ATTENDANCE INFORMATION, (4) PLANS SHOULD BE MADE TO ADMINISTER AN APPROPRIATE STANDARDIZED ACHIEVEMENT TEST TO ALL PUPILS IN ATTENDANCE AT INDIAN SCHOOLS, (5) WORK SHOULD BE DONE TO DEVELOP UNIFORM TERMINOLOGY FOR PUPILS AND CURRICULUM, AND (6) WORK SHOULD BE BEGUN ON STANDARDIZED EVALUATION METHODS. (PS)

ACCESSION NUMBER: ED070563

PUBLICATION DATE: 72

TITLE: FREEDOM WITH RESERVATION: THE MENOMINEE STRUGGLE TO SAVE THEIR LAND AND PEOPLE.

PERSONAL AUTHOR: SHAMES, DEBORAH, ED.

DESCRIPTOR: *AMERICAN INDIANS; *ECONOMIC FACTORS; EDUCATIONAL PROBLEMS; *FEDERAL LEGISLATION; FORESTRY; HEALTH NEEDS; *LEGAL PROBLEMS; *RESERVATIONS (INDIAN); TRIBES; WELFARE RECIPIENTS

IDENTIFIER: *MENOMINEE INDIANS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 116P.

PROBLEMS CONCERNING THE DECISION TO TERMINATE THE MENOMINEE RESERVATION IN WISCONSIN AND THE EFFECTS OF TERMINATION ON THE MENOMINEE INDIANS ARE DISCUSSED IN THIS BOOK. A BRIEF HISTORY OF THE MENOMINEE IS PRESENTED WHICH COVERS THE ENACTMENT OF TERMINATION IN 1961; THE RESULTANT CONVERSION OF THE FORMER RESERVATION TO COUNTY STATUS; AND THE CREATION OF MENOMINEE ENTERPRISES, INC. (MEI) TO HOLD AND ADMINISTER THE TRIBAL ASSETS. ALSO DISCUSSED ARE THE MAJOR PROBLEMS WHICH THE MENOMINEE FACED AT THAT TIME IN THE AREAS OF WELFARE, HEALTH, AND EDUCATION. MENOMINEE PEOPLE, OPPOSED TO THE CESSATION OF TRIBAL STATUS, UNITED TO FORM AN ORGANIZATION FOR THE DETERMINATION OF RIGHTS AND UNITY FOR MENOMINEE SHAREHOLDERS (DRUMS). THE GOALS OF DRUMS WERE TO SEEK LEGISLATION THAT WOULD PROVIDE FOR THE RESTORATION OF THE MENOMINEE TRIBAL STATUS, A REOPENING OF THE TRIBAL ROLLS, A DEMOCRATIC RESTRUCTURING OF MEI, A REPLACING OF TRIBAL ASSETS IN FEDERAL TRUST, AND A REPURCHASING AND RESTORATION OF ALL LAND LOST AS A RESULT OF TERMINATION AND TO FIND OTHER MEASURES AIMED AT DEVELOPING THE COUNTY. THE WISCONSIN CONGRESSIONAL DELEGATION INTRODUCED INTO CONGRESS A TRIBAL RESTORATION BILL TO REVERSE TERMINATION ON APRIL 20, 1972. (PS)

AVAILABILITY: NATIONAL COMMITTEE TO SAVE THE MENOMINEE PEOPLE AND FORESTS, INC., 520 UNIVERSITY AVENUE, MADISON, WISCONSIN 53703 ($2.50 PLUS POSTAGE)

ACCESSION NUMBER: ED071505

PUBLICATION DATE: 19 AUG 71

TITLE: SOME CULTURAL AND LINGUISTIC BACKGROUND INFORMATION FOR A BEGINNING TEACHER ON THE NAVAJO RESERVATION.

PERSONAL AUTHOR: HARRISON, G. SCOTT

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BIBLIOGRAPHIES; COMPARATIVE ANALYSIS; CULTURAL BACKGROUND; *CULTURAL DIFFERENCES; *CULTURAL FACTORS; GRADE 6; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; LANGUAGE ROLE; *NAVAHO; PEER RELATIONSHIP; READING MATERIALS; SELF CONCEPT; *TEACHER EDUCATION; TEACHER ROLE; TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 35P.; MASTER OF ARTS INDEPENDENT STUDY PROJECT, SCHOOL FOR INTERNATIONAL TRAINING OF THE EXPERIMENT IN INTERNATIONAL LIVING

THIS PAPER CONTAINS IDEAS INTENDED TO HELP THE TEACHER PREPARING TO TEACH NAVAHO CHILDREN AND OFFERS SUGGESTIONS FOR AN INDEPENDENT READING AND STUDY PROGRAM TO ENABLE THE TEACHER TO UNDERSTAND THE CULTURE IN WHICH HE WILL BE WORKING. A BRIEF HISTORY OF THE NAVAHO PEOPLE IS PRESENTED, FOLLOWED BY A DISCUSSION OF SOME CULTURAL DIFFERENCES BETWEEN THE NAVAHO AND WHITE STUDENT. A CHAPTER ENTITLED "WHY STUDY NAVAHO?" BRIEFLY POINTS OUT SEVERAL SIGNIFICANT LINGUISTIC CHARACTERISTICS OF NAVAHO SEEN FROM THE VIEWPOINT OF THE ENGLISH SPEAKER. MATERIALS FOR STUDYING THE NAVAHO LANGUAGE ARE SUGGESTED. A FINAL CHAPTER REPORTS THE AUTHOR'S EXPERIENCES IN A SIXTH-GRADE NAVAHO CLASSROOM AND THE ACTIVITIES THAT HE FOUND MOST SUCCESSFUL. APPENDIXES LIST RELEVANT MATERIALS. (VM)

ACCESSION NUMBER: ED071785

PUBLICATION DATE: 72

TITLE: THE ZUNIS: SELF-PORTRAYALS.

PERSONAL AUTHOR: LEWIS, VIRGINIA, ED.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; FABLES; *HISTORY; *LEGENDS; *MYTHOLOGY; *RELIGION; SOCIOCULTURAL PATTERNS; WAR

IDENTIFIER: *ZUNIS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 245P.; STORIES TOLD BY THE ZUNI PEOPLE AND TRANSLATED BY ALVINA QUAM

THE ORAL LITERATURE OF THE ZUNI PEOPLE HAS BEEN RECORDED BY MAJOR ZUNI STORYTELLERS IN COOPERATION WITH THE DUKE INDIAN ORAL HISTORY PROJECT OF THE UNIVERSITY OF UTAH. INCLUDED IN THIS BOOK ARE 46 STORIES CONCERNING THE ZUNI CREATION MYTH, THE RITUALS OF MASKED DANCES, FARMING AND HUNTING PRACTICES, AND BATTLES WITH NAVAJOS AND APACHES. THE CONTENTS ARE CLASSIFIED IN 6 SECTIONS: (1) SOCIETY, (2) HISTORY, (3) FABLES, (4) FABLES OF MORAL INSTRUCTION, (5) RELIGION, AND (6) WAR AND DEFENSE. (FF)

AVAILABILITY: THE UNIVERSITY OF NEW MEXICO PRESS, ALBUQUERQUE, N.M. ($7.95 CLOTH BINDING; $3.95 PAPER BINDING)

ACCESSION NUMBER: ED071806

PUBLICATION DATE: 72

TITLE: NEW MEXICO STATE DEPARTMENT OF EDUCATION, DIVISION OF INDIAN EDUCATION, ANNUAL REPORT, 1971-1972.

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; *COMPENSATORY EDUCATION PROGRAMS; DROPOUTS; *EDUCATIONAL IMPROVEMENT; *ENROLLMENT; *FEDERAL PROGRAMS; FINANCIAL SUPPORT; TABLES (DATA)

IDENTIFIER: *JOHNSON O MALLEY ACT; NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 33P.

AN ANNUAL REPORT (1971-72) OF NEW MEXICO'S STATE DEPARTMENT OF EDUCATION, DIVISION OF INDIAN EDUCATION, THIS DOCUMENT PRESENTS DATA PERTAINING TO THE 20 SCHOOL DISTRICTS RECEIVING JOHNSON O'MALLEY (JOM) FUNDS. DATA IS INCLUDED ON THE TOTAL DISTRICT ENROLLMENT, INDIAN STUDENT ENROLLMENT, INDIAN EMPLOYEES, WHAT JOM FUNDS WERE USED FOR, AND SPECIAL PROGRAMS IN THE DISTRICTS. THE DISTRIBUTION OF TRIBAL GROUPS BY SCHOOL DISTRICT AND DATA ON THE NAVAJO AREA PERSONNEL ARE GIVEN. DISTRICT SUMMARY REPORTS GIVE THE INFORMATION ON THE ENROLLMENT, GRADUATES, AND DROPOUTS BY GRADE IN TABULAR FORM. (NQ)

ACCESSION NUMBER: ED071809

PUBLICATION DATE: 72

TITLE: RACIAL-ETHNIC SURVEY: PUPILS AND EMPLOYEES. DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES, ARIZONA DEPARTMENT OF EDUCATION. SPRING 1972.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *ETHNIC DISTRIBUTION; *ETHNIC GROUPS; MEXICAN AMERICANS; NEGROES; *SCHOOL PERSONNEL; *STUDENTS; *SURVEYS

IDENTIFIER: *ARIZONA; ORIENTAL AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 73P.

DATA SUBMITTED BY ADMINISTRATORS OF INDIVIDUAL SCHOOLS AND SCHOOL DISTRICTS AND BY COUNTY SCHOOL SUPERINTENDENTS IN ARIZONA ARE PRESENTED IN THIS SURVEY. THE TARGET POPULATION OF THIS 1971-72 STUDY INCLUDED PUBLIC SCHOOL PUPILS IN KINDERGARTEN THROUGH GRADE 12, CERTIFIED EMPLOYEES, AND NONCERTIFIED EMPLOYEES. THE 6 RACIAL AND ETHNIC CATEGORIES IDENTIFIED WERE AS FOLLOWS: (1) SPANISH SURNAMED, (2) OTHER WHITE, (3) NEGRO, (4) ORIENTAL, (5) AMERICAN INDIAN, AND (6) OTHER NONWHITE. THIS SYSTEM WAS UTILIZED IN CATEGORIZING PUPILS AS WELL AS CERTIFIED AND NONCERTIFIED EMPLOYEES. INFORMATION ABOUT THE STUDENTS WAS TABULATED ACCORDING TO GRADE LEVEL AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY IN THE SURVEY. INFORMATION ABOUT THE EMPLOYEES WAS TABULATED ACCORDING TO JOB CATEGORY, AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY. A SYNOPSIS OF RACIAL-ETHNIC DISTRIBUTION WAS GIVEN FOR THE ENTIRE SURVEY POPULATION. (PS)

ACCESSION NUMBER: ED071810

PUBLICATION DATE: 72

TITLE: MAHJETAHWIN ("THE BEGINNING"). A CROSS-CULTURAL PROGRAM.

PERSONAL AUTHOR: HALL, D. M.

DESCRIPTOR: *AMERICAN INDIANS; *AREA STUDIES; *BIRACIAL SCHOOLS; COMMUNICATION PROBLEMS; COMMUNITY INVOLVEMENT; *CONFLICT RESOLUTION; *CROSS CULTURAL TRAINING; CURRICULUM DEVELOPMENT; HISTORY INSTRUCTION; SELF ESTEEM

IDENTIFIER: CANADA; *ROSENEATH

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THE PROBLEMS, FRUSTRATIONS, SUCCESSES, AND FAILURES MET BY THE ROSENEATH CENTENNIAL PUBLIC SCHOOL IN ROSENEATH, CANADA, WHILE ATTEMPTING TO RESPOND TO THE UNIQUE NEEDS OF THE COMMUNITY IT SERVES ARE DESCRIBED IN THIS PAPER. THE SCHOOL STAFF PLANNED AND IMPLEMENTED A PROGRAM IN CROSS-CULTURAL STUDIES IN ORDER TO REDUCE THE FRICTION BETWEEN THE MEMBERS OF THE NEARBY INDIAN RESERVE AND THE SURROUNDING NON-INDIAN COMMUNITY. THE PROGRAM WAS DESIGNED TO EXPOSE CHILDREN AND PARENTS TO THE VARIOUS INDIAN CULTURES IN ORDER THAT THE NON-INDIANS WOULD BE MORE UNDERSTANDING AND THAT THE INDIANS WOULD BETTER APPRECIATE THEIR OWN UNIQUE HERITAGE. SOME SPECIFIC OBJECTIVES OF THE PROGRAM WERE (1) TO IMPROVE THE INDIAN CHILD'S SELF-CONCEPT, (2) TO CREATE AN APPRECIATION OF THE VARIOUS CULTURES INHERENT IN THE SCHOOL POPULATION, (3) TO DEVELOP A MORE ACCURATE AND UNBIASED APPROACH TO CANADIAN HISTORY, AND (4) TO CREATE A VEHICLE FOR GREATER INTERACTION BETWEEN THE SCHOOL AND THE COMMUNITY. IT WAS CONCLUDED THAT BECAUSE OF THE DISTRUST BETWEEN THE 2 GROUPS AND OCCASIONAL NEGATIVE INFLUENCES FROM INDIVIDUALS OUTSIDE BOTH COMMUNITIES, A GREAT DEAL OF WORK STILL NEEDS TO BE DONE THROUGH INNOVATIONS IN THE AREAS OF COMMUNITY INVOLVEMENT, BASIC PHILOSOPHY, SCHOOL CULTURE, AND CURRICULUM. (MBC)

ACCESSION NUMBER: ED071812

PUBLICATION DATE: 72

TITLE: A REPORT ON INDIAN EDUCATION: (A) IN-DEPTH STUDY OF NINE INDIAN FAMILIES; (B) MEMORY AND REASONING IN NATIVE CHILDREN: AN EFFORT AT IMPROVEMENT THROUGH THE TEACHING OF COGNITIVE STRATEGIES.

PERSONAL AUTHOR: BERGER, ALLEN; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *COGNITIVE PROCESSES; *CURRICULUM RESEARCH; *FAMILY ATTITUDES; FIELD INTERVIEWS; GRADE 3; REMEDIAL PROGRAMS; STATISTICAL ANALYSIS; TABLES (DATA); *UNDERACHIEVERS

IDENTIFIER: *CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 17P.

THE PURPOSE OF THIS FIRST PHASE OF A 3-PHASE STUDY WAS TO OBTAIN INFORMATION TO USE AS A BASE IN DEVELOPING A WORKABLE LANGUAGE ARTS CURRICULUM. PART A OF THIS REPORT DEALT WITH THE TECHNIQUES AND RESULTS OF IN-DEPTH INTERVIEWS OF 9 NATIVE FAMILIES IN CANADA. EACH FAMILY ENGAGED IN A SORTING PROCESS TO DETERMINE CATEGORIES WHICH WERE OF IMMEDIATE INTEREST AND CONCERN TO THE FAMILY. IT WAS FOUND THAT EDUCATION, HERITAGE AND CULTURE, AND FAMILY WERE THE MOST COMMON CATEGORIES TO THE FAMILIES. PART B OF THIS REPORT WAS AN EXPERIMENTAL-DEMONSTRATION PROJECT DIRECTED AT LOCATING AREAS OF WEAKNESS IN THE BASIC COGNITIVE SKILLS OF A GROUP OF UNDERACHIEVING NATIVE CHILDREN, EVOLVING A REMEDIATION PROGRAM, APPLYING IT, AND TESTING ITS EFFICACY. APPROXIMATELY 40 CHILDREN FROM 5 DIFFERENT GRADE 3 AND 3-4 CLASSES IN THE ERMINESKIN SCHOOL AT HOBBEMA WERE SELECTED ON THE BASIS OF THE PREVIOUS YEAR'S SCHOOL WORK. REPRESENTING THE LOWEST ACADEMIC GROUP IN THEIR GRADE, THE CHILDREN WERE DIVIDED INTO 2 GROUPS, ONE HAVING A MAXIMUM TREATMENT AND THE OTHER A MINIMUM TREATMENT. THE SIGNIFICANT IMPROVEMENT IN AUDITORY AND VISUAL MEMORY IN THE GROUP RECEIVING MAXIMUM REMEDIATION WHEN COMPARED WITH THE MINIMUM REMEDIATION GROUP INDICATED THAT LEARNING STRATEGIES ARE NOT IMMUTABLE BUT CAN BE MODIFIED BY APPROPRIATE REMEDIAL PROGRAMS TO ENHANCE COGNITIVE COMPETENCE. (HBC)

144

ACCESSION NUMBER: ED071822

PUBLICATION DATE: JUN 71

TITLE: RACIAL-ETHNIC DISTRIBUTION OF PUBLIC SCHOOLS: PUPILS AND EMPLOYEES. RACIAL-ETHNIC SURVEY, DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES, ARIZONA DEPARTMENT OF EDUCATION, 1970-71.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *ETHNIC DISTRIBUTION; *ETHNIC GROUPS; MEXICAN AMERICANS; NEGROES; *SCHOOL PERSONNEL; *STUDENTS; *SURVEYS

IDENTIFIER: *ARIZONA; ORIENTAL AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 96P.

DATA SUBMITTED BY ADMINISTRATORS OF INDIVIDUAL SCHOOLS AND SCHOOL DISTRICTS AND BY COUNTY SCHOOL SUPERINTENDENTS IN ARIZONA ARE PRESENTED IN THIS SURVEY. THE TARGET POPULATION OF THIS 1970-71 STUDY INCLUDED PUBLIC SCHOOL PUPILS IN KINDERGARTEN THROUGH GRADE 12, CERTIFIED EMPLOYEES, AND NONCERTIFIED EMPLOYEES. THE 6 RACIAL AND ETHNIC CATEGORIES IDENTIFIED WERE AS FOLLOWS: (1) SPANISH SURNAMED, (2) OTHER WHITE, (3) NEGRO, (4) ORIENTAL, (5) AMERICAN INDIAN, AND (6) OTHER NONWHITE. THIS SYSTEM WAS UTILIZED IN CATEGORIZING PUPILS AS WELL AS CERTIFIED AND NONCERTIFIED EMPLOYEES. INFORMATION ABOUT THE STUDENTS WAS TABULATED ACCORDING TO GRADE LEVEL AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY IN THE SURVEY. INFORMATION ABOUT THE EMPLOYEES WAS TABULATED ACCORDING TO JOB CATEGORY, AND A DISTRICT SUMMARY WAS PRESENTED FOR EACH COUNTY. A SYNOPSIS OF RACIAL-ETHNIC DISTRIBUTION WAS GIVEN FOR THE ENTIRE SURVEY POPULATION. (PS)

ACCESSION NUMBER: ED071825

PUBLICATION DATE: 1 MAR 73

TITLE: INDIAN TRIBES OF AMERICA.

PERSONAL AUTHOR: GRIDLEY, MARION E.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; BOOKS; CHILDREN; *CLIMATIC FACTORS; *CULTURAL ENVIRONMENT; ENVIRONMENTAL INFLUENCES; HUMAN LIVING; ORGANIZATIONS (GROUPS); *SOCIOCULTURAL PATTERNS; *TRIBES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 63P.

THE LIVES AND LOCATIONS OF EARLY AMERICAN INDIAN TRIBES ARE THE SUBJECT OF THIS BOOK FOR CHILDREN OF JUNIOR HIGH SCHOOL AGE. THE TRIBAL LIFE PATTERNS WHICH HAD DEVELOPED TO SUIT THE CLIMATES LIVED IN, PRIOR TO THE ARRIVAL OF THE EUROPEANS, ARE DESCRIBED. THUS, THE LIVELIHOOD OF INDIANS IN 5 DIFFERENT SECTIONS OF THE UNITED STATES AND CANADA--THE NORTHEAST (U. S.), THE SOUTH, THE PLAINS, THE DESERT, AND THE WESTERN SEA COAST ARE DISCUSSED. ALSO INCLUDED ARE ILLUSTRATIONS OF THE INDIAN PEOPLE, THEIR CUSTOMS, AND THEIR TOOLS. ACCOMPANYING EACH CHAPTER IS A LIST OF THE PRINCIPAL TRIBES OF THE REGION, WHERE THEY LIVED, AND WHERE THEY ARE NOW LOCATED. (FF)

AVAILABILITY: HUBBARD PRESS, P. O. BOX 442, 2855 SHERMER ROAD, NORTHBROOK, ILLINOIS 60062 ($4.95)

ACCESSION NUMBER: ED071829

PUBLICATION DATE: 1 DEC 72

TITLE: TOWARDS DEVOLUTION IN THE CONTROL OF EDUCATION ON A NATIVE RESERVE IN ALBERTA: THE HOBBEMA CURRICULUM STORY.

PERSONAL AUTHOR: AOKI; TETSUO

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; *CURRICULUM DEVELOPMENT; DECENTRALIZATION; EDUCATIONAL PROGRAMS; INSTRUCTIONAL DESIGN; *RESERVATIONS (INDIAN); *SELF DIRECTED GROUPS

IDENTIFIER: *CANADA; HOBBEMA RESERVES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE ANNUAL CONFERENCE OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, TORONTO, ONTARIO, DECEMBER 1, 1972

THE PAPER DESCRIBES A CURRICULUM DEVELOPMENT PROJECT AT THE HOBBEMA RESERVES, ALBERTA, CANADA, WHOSE LOCUS IS CONCEIVED AS SITUATED AT THE INTERFACE OF THE DOMINANT SOCIETY AND THE MINORITY, NATIVE INDIAN SOCIETY. THE PROJECT'S 2 OBJECTIVES ARE (1) TO PRODUCE AND DEVELOP INSTRUCTIONAL MATERIALS AND PLANS FOR THE LOCAL RESERVES SCHOOL AND (2) TO ENGAGE THE TOTAL COMMUNITY IN INVOLVED ACTIVITY IN THE PROJECT WORK. THE PROJECT LOOKS TO "DEVOLUTION," DEFINED AS A PROCESS OF POWER REALLOCATION IN SUCH A WAY THAT THE IDENTIFIABLE GROUP SITUATED OUTSIDE THE HEADQUARTERS FEELS FREE TO ACT WITHOUT THE CONSTRAINTS OF SOME HIERARCHY, RATHER THAN "DECONCENTRATION," DEFINED AS A PROCESS OF ALLOCATING AUTHORITY FOR SPECIFIC FUNCTIONS WITHIN AN HIERARCHICAL STRUCTURE TO AN IDENTIFIABLE GROUP SITUATED OUTSIDE HEADQUARTERS, AS A VIABLE OPERATIVE VALUE IN BRINGING ABOUT "DECENTRALIZED" CONTROL OVER CURRICULAR CONTENT. AT ISSUE IS THE CHARACTER OF THE RELATIONSHIP BETWEEN THE DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT (CANADA) AND THE RESERVES PEOPLE. THE PAPER HIGHLIGHTS OPERATIONAL PRINCIPLES ADOPTED, SOME OF THE CONCRETE ACTIVITIES UNDERTAKEN, AND AMERICAN INDIAN PERCEPTIONS OF PROJECT ACTIVITIES AS THEY MOVED THROUGH THE SEVERAL PHASES OF DEVELOPMENTAL WORK OVER THE INITIAL 10 MONTHS. IT CONCLUDES WITH THE NOTE THAT THE CURRICULUM DEVELOPMENT WORK IS VIEWED AS A SIGNIFICANT STEP TOWARDS THE LARGER ISSUE OF LOCAL AUTONOMY OVER EDUCATIONAL MATTERS. (AUTHOR/FF)

ACCESSION NUMBER: ED071830

PUBLICATION DATE: NOV 72

TITLE: FAMILY PARTICIPATION IN THE PSYCHOLOGICAL EVALUATION OF MINORITY CHILDREN.

PERSONAL AUTHOR: SHUTT, DAROLD L.

DESCRIPTOR: *AMERICAN INDIANS; APTITUDE TESTS; *FAMILY INVOLVEMENT; INTELLIGENCE TESTS; *MINORITY GROUP CHILDREN; NONVERBAL TESTS; *PSYCHOLOGICAL EVALUATION; SPECIAL EDUCATION; *STUDENT PLACEMENT; TEST VALIDITY

IDENTIFIER: ARIZONA; *NAVAJOS; SAINT MICHAELS SPECIAL SCHOOL

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE SOUTHWESTERN ORTHOPSYCHOLOGICAL ASSOCIATION MEETING, GALVESTON, TEXAS, NOVEMBER 1972

NAVAJO FAMILY PARTICIPATION IN THE EVALUATION OF THEIR CHILDREN IS DESCRIBED IN THIS PAPER. THE SETTING FOR THE STUDY IN ST. MICHAEL'S SPECIAL SCHOOL, WINDOW ROCK, ARIZONA. PUPILS AT THIS NAVAJO RESERVATION SCHOOL WERE ASSIGNED TO SPECIAL EDUCATION CLASSES ON THE BASIS OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN. THE AUTHOR INTROUDCED INTO THE EVALUATIONS THE HISKEY-NEBRASKA TEST OF LEARNING APTITUDE. THIS INSTRUMENT, DEVELOPED FOR USE WITH DEAF CHILDREN, REQUIRES NO VERBAL INSTRUCTIONS OR VERBAL RESPONSES. USE OF THIS NONLANGUAGE INDIVIDUAL TEST WHEN COMBINED WITH FAMILY PARTICIPATION RESULTED IN SIGNIFICANTLY DIFFERENT SCORES AND MUCH MORE SATISFACTORY EVALUATIONS AND PLACEMENTS THAN HAD PREVIOUSLY USED INSTRUMENTS AND EVALUATION TECHNIQUES. THE CURRENT EMPHASIS HAS BEEN PLACED ON THE VALIDATION OF THE HISKEY-NEBRASKA TEST OF LEARNING APTITUDE FOR USE WITH BILINGUAL MINORITY GROUP CHILDREN. NORMS TABLES FOR AMERICAN INDIAN AND MEXICAN AMERICAN CHILDREN WILL BE DEVELOPED. (FF)

ACCESSION NUMBER: ED071831

PUBLICATION DATE: 71

TITLE: NATIVE AMERICAN ARTS AND CRAFTS OF THE UNITED STATES. BIBLIOGRAPHY 1.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANNOTATED BIBLIOGRAPHIES; ANTHROPOLOGY; AREA STUDIES; ARTISTS; *ART PRODUCTS; *HANDICRAFTS; POETS; *VISUAL ARTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 6P.

THE SELECTED READINGS LISTED IN THIS ANNOTATED BIBLIOGRAPHY ARE SUGGESTED AS AN INTRODUCTION TO THE VARIED ARTS AND CRAFTS CREATED FROM PREHISTORIC TO MODERN TIMES BY NATIVE AMERICAN PEOPLES OF THE UNITED STATES. THE PUBLICATIONS ARE ORGANIZED BY CULTURE AREA TO ENCOMPASS MAJOR MEDIA PRACTICED BY NATIVE AMERICAN ARTISTS AND CRAFTSMEN OF THESE VARIOUS REGIONS. SEVERAL CANADIAN PUBLICATIONS ALSO ARE INCLUDED FOR THEIR COMPARATIVE INFORMATION. THE 118 DOCUMENTS, WHICH DATE FROM 1941 TO 1971, ARE DIVIDED UNDER THE HEADINGS OF GENERAL, SERIES, AND BIBLIOGRAPHIES. THE BIBLIOGRAPHIES SECTION IS FURTHER SUBDIVIDED UNDER THE FOLLOWING HEADINGS: WOODLANDS; PLAINS; SOUTHWEST; INTER-MOUNTAIN AND CALIFORNIA; NORTHWEST COAST; AND ESKIMO, ALEUT, AND SUBARCTIC. (HBC)

ACCESSION NUMBER: ED071834

PUBLICATION DATE: 72

TITLE: INDEX TO LITERATURE ON THE AMERICAN INDIAN, 1971.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *BOOKLISTS; CITATION INDEXES; *LITERATURE GUIDES; *PERIODICALS; PUBLICATIONS; SUBJECT INDEX TERMS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 230P.

BOTH POPULAR AND SCHOLARLY SOURCE MATERIALS ON THE AMERICAN INDIANS WERE COMPILED IN THIS INDEX BY AMERICAN INDIAN SCHOLARS. BOTH THE AUTHORS AND THE 65 SUBJECT AREAS CHOSEN FOR INDEXING ARE ENTERED IN ALPHABETICAL ORDER. IN ADDITION TO BOOKS AND UNPUBLISHED DOCTORAL DISSERTATIONS, 296 PERIODICALS WERE SEARCHED AND THE ARTICLES ON AMERICAN INDIANS INDEXED. A LIST OF 419 PUBLICATIONS WRITTEN, EDITED, OR PUBLISHED BY INDIAN ORGANIZATIONS OR TRIBES IS ALSO INCLUDED. THE MATERIAL INCLUDED IN THE INDEX WAS SELECTED FROM THE LITERATURE PRODUCED ABOUT THE AMERICAN INDIAN IN 1971. A RELATED DOCUMENT IS ED 064 011. (FF)

AVAILABILITY: THE INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($12.00)

ACCESSION NUMBER: ED071835

PUBLICATION DATE: 2 JAN 73

TITLE: THE AMERICAN INDIAN IN SCHOOL: ANSWERS TO QUESTIONS--ADVANCE STATISTICS FOR MANAGEMENT.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *ELEMENTARY EDUCATION; *ENROLLMENT; *HIGHER EDUCATION; NEGRO STUDENTS; *SECONDARY EDUCATION; STATISTICAL DATA; TABLES (DATA); URBAN AREAS

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; NATIONAL CENTER FOR EDUCATIONAL STATISTICS "BULLETIN," NUMBER 13, JANUARY 2, 1973

GRAPHS, MAPS, AND DATA TABLES ARE USED TO ANSWER VARIOUS QUESTIONS ABOUT THE ELEMENTARY, SECONDARY, AND HIGHER EDUCATION OF THE AMERICAN INDIANS. ANSWERS TO THE FOLLOWING QUESTIONS ARE GIVEN: (1) HOW MANY INDIAN CHILDREN ARE IN SCHOOL? PUBLIC? PRIVATE? BUREAU OF INDIAN AFFAIRS (BIA)? (2) WHERE ARE THE INDIAN PUPILS ENROLLED IN THE PUBLIC SCHOOLS? (3) WHAT IS THE CONCENTRATION OF INDIAN ENROLLMENT IN EACH STATE AT THE ELEMENTARY, SECONDARY, AND COLLEGE LEVELS? (4) HOW DO PATTERNS OF "RACIAL ISOLATION" DIFFER FOR INDIAN AND BLACK PUPILS? (5) TO WHAT EXTENT ARE INDIAN PUPILS IN OUR PUBLIC SCHOOLS RACIALLY ISOLATED? (6) WHAT IS THE CONCENTRATION OF INDIAN ENROLLMENT IN THE LARGE CITIES? (7) HOW WELL DO INDIAN PUPILS SCORE ON ACHIEVEMENT TESTS? (8) IN WHICH STATES ARE THE BIA PUPILS ENROLLED? (9) HOW MANY INDIANS ARE IN COLLEGE? AND (10) WHERE DO THE INDIANS GO TO COLLEGE? THE DATA USED TO ANSWER THESE QUESTIONS WERE COLLECTED BY THE DEPARTMENT OF THE INTERIOR'S BUREAU OF INDIAN AFFAIRS AND THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE'S OFFICE FOR CIVIL RIGHTS. (NQ)

ACCESSION NUMBER: ED071837

PUBLICATION DATE: FEB 73

TITLE: SIGNIFICANT LITERATURE BY AND ABOUT NATIVE AMERICANS.

PERSONAL AUTHOR: WILLIS, CECILIA A., COMP.; TRAVIS, M. EUNICE, COMP.

DESCRIPTOR: *AMERICAN INDIANS; ART; *BIBLIOGRAPHIES; BOOKLISTS; *CULTURAL BACKGROUND; EDUCATION; GEOGRAPHIC LOCATION; GOVERNMENT ROLE; *HISTORY; LANGUAGE; *LITERATURE; MEDICINE; RELIGION; SOCIOECONOMIC BACKGROUND; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 126P.

SIGNIFICANT LITERATURE ABOUT NATIVE AMERICANS, SOME WRITTEN BY NATIVE AMERICANS, COMPRISES THIS BIBLIOGRAPHY. MATERIALS RELEVANT TO NATIVE AMERICANS FOUND AT KANSAS STATE UNIVERSITY ARE LISTED. OVER 850 BOOKS, ARTICLES ON MICROFICHE, STUDIES, DOCUMENTS, AND PUBLICATIONS ARRANGED BY SUBJECT CATEGORIES ARE CONTAINED IN THIS BIBLIOGRAPHY. THE SUBJECT CATEGORIES INCLUDE ANTIQUITIES, CAPTIVES, CULTURE, ECONOMIC CONDITIONS, EDUCATION, GEOGRAPHIC LOCATION, GOVERNMENT RELATIONS, HISTORY, INDIANS OF NORTH AMERICA, MEDICINE, REFERENCE TOOLS, RELIGION, AND TRIBES. THE CULTURE SUBJECT CATEGORY INCLUDES LITERATURE PERTAINING TO ART, BASKETMAKING, CHILDREN'S LITERATURE, COSTUME AND ADORNMENT, GENERAL REFERENCES TO CULTURE, DANCES, DWELLINGS, FOLKLORE, FOOD, IMPLEMENTS AND WEAPONS, LANGUAGE, LITERATURE, MUSIC, PICTORIAL WORKS, POTTERY, AND SOCIAL LIFE AND CUSTOMS. ACCOMPANYING EACH TITLE ENTRY IS THE CALL NUMBER AS ASSIGNED BY THE LIBRARY OF CONGRESS, AND AN AUTHOR INDEX IS PROVIDED. (NQ)

ACCESSION NUMBER: ED071838

PUBLICATION DATE: 8 OCT 71

TITLE: ROYAL COMMISSION BRIEF ON EDUCATION, PUBLIC SERVICES AND PROVINCIAL - MUNICIPAL RELATIONS.

DESCRIPTOR: ACADEMIC FAILURE; AMERICAN HISTORY; *AMERICAN INDIANS; BOARD OF EDUCATION ROLE; CULTURE CONFLICT; *EDUCATIONAL IMPROVEMENT; *EDUCATIONAL NEEDS; GOVERNMENTAL STRUCTURE; *GOVERNMENT ROLE; *LEGAL RESPONSIBILITY; NURSERY SCHOOLS; RURAL EDUCATION; SCHOOL ENVIRONMENT

IDENTIFIER: *MICMACS; NOVA SCOTIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 46P.

THE UNIQUE POSITION OF THE MICMAC (AMERICAN INDIAN) STUDENT IN HIS EFFORTS TO COPE WITH BOTH THE LEARNING EXPERIENCES FROM HIS MICMAC BACKGROUND AND THOSE NEW EXPERIENCES WHICH ARE THRUST UPON HIM BY NON-INDIAN PERSONS IN EITHER FEDERAL OR NON-FEDERAL SCHOOLS IS DESCRIBED. THE STUDY ALSO OUTLINES (1) THE JURISDICTIONAL ASPECTS OF INDIAN EDUCATION; (2) THE ORGANIZATIONAL STRUCTURE, AS RELATED TO THE PROVINCE; AND (3) THE PHILOSOPHY OF INDIAN EDUCATION FROM BOTH THE NON-INDIAN AND THE MICMAC POINT OF VIEW. THE MATERIAL FOR THIS STUDY HAS COME FROM VARIOUS SOURCES, INCLUDING PARENTS, TEACHERS, STUDENTS, GRADUATE STUDIES IN SOCIAL WORK AND EDUCATION, AND THE OFFICIAL FILES OF THE INDIAN AFFAIRS BRANCH OF THE DEPARTMENT OF NORTHERN DEVELOPMENT AND INDIAN AFFAIRS. RECOMMENDATIONS COVERING THE AREAS OF EARLY CHILDHOOD EDUCATION, COMMUNICATION, TEXTBOOKS, RETARDATION AND FAILURE, LIVING CONDITIONS, MEDICAL EXAMINATIONS, TESTING OF INDIAN STUDENTS, EXPERIMENTAL RESEARCH, AND DRUGS AND ALCOHOL ARE OFFERED IN THE STUDY. A STATEMENT ON THE ORIGIN, CONSTITUTION, MEMBERSHIP, OFFICERS, AND PURPOSE OF THE UNION OF NOVA SCOTIA INDIANS IS FOUND IN APPENDIX I, AND A BRIEF RESUME OF THE MICMAC HISTORY IS FOUND IN APPENDIX II. (FF)

ACCESSION NUMBER: ED071841

PUBLICATION DATE: 15 NOV 72

TITLE: EXPLORATION OF THE GENERALITY OF SELF-IMAGE MATERIALS ACROSS ETHNIC GROUPS. FINAL REPORT, 1972.

PERSONAL AUTHOR: WEISGERBER, ROBERT A.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *ETHNIC GROUPS; *FILMS; GRADE 6; *INSTRUCTIONAL MATERIALS; MINORITY GROUPS; NEGROES; PSYCHOLOGICAL STUDIES; *SELF CONCEPT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 106P.

THE POSSIBILITIES OF USING FILM TO INFLUENCE THE POSITIVE SELF-IMAGE OF THE AMERICAN INDIAN CHILD AND OF GAINING NEW INSIGHTS INTO THE APPLICABILITY OF FILM MATERIALS DEVELOPED FOR ONE ETHNIC GROUP TO CHILDREN OF OTHER ETHNIC GROUPS WERE EXPLORED. DATA WERE COLLECTED ON 104 6TH GRADE STUDENTS FROM 3 SCHOOLS ON THE PINE RIDGE INDIAN RESERVATION IN SOUTH DAKOTA. THREE SEMANTIC DIFFERENTIAL INSTRUMENTS AND 2 NEWLY DEVELOPED INSTRUMENTS TO MEASURE SELF-IMAGE WERE USED. FACTORS WERE EXTRACTED UNTIL APPROXIMATELY 50% OF THE VARIANCE OF THE ITEMS IN EACH SET WAS ACCOUNTED FOR. COMPUTER PLOTS OF THE RELATIONSHIP BETWEEN FACTOR SCORES AND SELF-IMAGE LEVELS WERE PRESENTED. RESULTS FOR THE SEMANTIC DIFFERENTIAL INSTRUMENTS WERE TABULATED. THE RESULTS SUGGESTED THAT INDIAN STUDENTS' RATINGS OF SELF WERE MORE SELF-CRITICAL FOLLOWING EXPOSURE TO THE EDUCATIONAL EXPERIENCE AND THAT THE EDUCATIONAL EXPERIENCE HAD GROSSLY SIMILAR EFFECTS ACROSS ETHNIC LINES. MAJOR RECOMMENDATIONS INCLUDED THAT SUBSEQUENT STUDIES SHOULD FOCUS ON HOW MATERIALS AFFECT CHILDREN AT A PARTICULAR SELF-IMAGE LEVEL WITHIN A GIVEN ETHNIC GROUP, THAT MATERIALS PREPARED FOR ONE ETHNIC GROUP NOT BE USED FOR OTHER ETHNIC GROUPS, THAT MATERIALS NOT BE ASSUMED TO HAVE THE SAME IMPORT FOR ALL STUDENTS IN THAT ETHNIC GROUP, AND THAT A GIVEN EDUCATIONAL EXPERIENCE BE VIEWED AS AN INITIAL ACTIVITY. A RELATED DOCUMENT IS ED 044 026. (PS)

ACCESSION NUMBER: ED071948

PUBLICATION DATE: JUN 72

TITLE: INDIAN/METIS PROJECT. PROJECT CANADA WEST.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CHANGING ATTITUDES; CROSS CULTURAL STUDIES; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *ETHNIC STUDIES; GROUP INSTRUCTION; HISTORY; HUMAN RELATIONS; INQUIRY TRAINING; INTERMEDIATE GRADES; MATERIAL DEVELOPMENT; PROJECTS; ROLE PLAYING; SECONDARY GRADES; SOCIAL ATTITUDES; *SOCIAL STUDIES

IDENTIFIER: CANADA; *PROJECT CANADA WEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 28P.

THE SECOND PART OF A CURRICULUM DEVELOPMENT PROGRAM IS REPORTED IN THIS PROGRESS REPORT; PART A (A TEACHER'S SOURCE BOOK) WAS REPORTED IN ED 055 016. IN PART B, A TEACHER'S GUIDE, A CURRICULUM UNIT AND MULTI-MEDIA KIT HAS BEEN DEVELOPED FOR STUDENTS, AGED 10-13, TO STUDY THE METIS/INDIAN PEOPLES. INTENDED TO COVER FOUR TO SIX WEEKS, THE MATERIALS ARE DESIGNED TO BE COMPRESSED OR EXPANDED, ACCORDING TO NEED. THE OBJECTIVE IS RESTATED: TO DEVELOP POSITIVE ATTITUDES CONCERNING PEOPLE OF NATIVE ANCESTRY. ELIMINATING STEREOTYPED IMAGES, TEACHING CULTURAL BACKGROUND, ILLUSTRATING COMMUNICATION DIFFICULTIES AND OTHER ACCULTURATION PROBLEMS EXPERIENCED BY MINORITY GROUPS ARE GOALS INTENDED TO DEVELOP A RESPECT FOR, AS WELL AS A KNOWLEDGE OF, PEOPLE OF NATIVE ANCESTRY. THE UNIT OF STUDY, TILLICUM, PROVIDES THE TEACHER WITH A RESOURCE BOOK, INVOLVES LARGE GROUP INSTRUCTION AND ACTIVITIES (INCLUDING AUDIO-VISUAL AIDS) AND MAKES USE OF STUDY TOPIC CARDS. FORTY-ONE CARDS ARE INCLUDED IN THE KIT WHICH PROVIDE SITUATIONAL APPROACHES TO INDIAN/METIS HISTORY, CULTURAL BACKGROUND, COMMUNITY DEVELOPMENT, LAND USE, COMMUNICATION, AND INDIVIDUALS. SEVERAL CARDS ARE INCLUDED IN THE APPENDIX. THE PROGRESS REPORT INCLUDES A BRIEF OUTLINE OF THE MODEL AND THE DEVELOPERS OF THE UNIT AND DESCRIBES COMMUNITY INVOLVEMENT, TEACHER SCHEDULES, PUBLIC RELATIONS, AND PROJECTED PLANS, WHICH CALL FOR THE PREPARATION OF MATERIALS FOR HIGH SCHOOLS. (JMB)

ACCESSION NUMBER: ED072333

PUBLICATION DATE: FEB 73

TITLE: INDIAN ADULT EDUCATION AND THE VOLUNTARY SECTOR.

PERSONAL AUTHOR: CHATHAM, RONALD L., ED.; REDBIRD-SELAM, HELEN M., ED.

DESCRIPTOR: ADULT BASIC EDUCATION; ADULT DEVELOPMENT; ADULT EDUCATION; *ADULT EDUCATION PROGRAMS; *AMERICAN INDIANS; COMMUNITY SERVICES; CONFERENCE REPORTS; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; DISADVANTAGED GROUPS; *EFFECTIVE TEACHING; FEMALES; HUMAN RELATIONS; INSTITUTES (TRAINING PROGRAMS); MINORITY GROUPS; PROGRAM DEVELOPMENT; *VOLUNTARY AGENCIES; WOMEN TEACHERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 70P.; PROCEEDINGS OF A CONFERENCE AT OREGON COLLEGE OF EDUCATION, MONMOUTH, OREGON, OCTOBER 18-20, 1972

A THREE-DAY INSTITUTE ON INDIAN ADULT EDUCATION AND THE VOLUNTARY SECTOR WAS SPONSORED BY CHURCH WOMEN UNITED. THE SPEECHES DEALT WITH INDIAN CULTURE AND INDIAN PEOPLE, EFFECTIVE APPROACHES TO TEACHING, WAYS TEACHERS CAN COMMUNICATE WITH STUDENTS OF A VERY DIFFERENT CULTURE, AND PRACTICAL SUGGESTIONS FOR INDIAN ADULT EDUCATION PROGRAMS. THE INSTITUTE IS PART OF THE EFFORT OF CHURCH WOMEN UNITED TO HELP ENABLE WOMEN TO BECOME LEADERS IN COMMUNITY SERVICES FOR MINORITY GROUPS. A LIST OF REFERENCES FOR FURTHER READING IS PROVIDED. CURRENT TRENDS IN THE RELIGIOUS SECTOR OF VOLUNTARISM ARE DISCUSSED IN AN APPENDIX. (KM)

ACCESSION NUMBER: ED072704

PUBLICATION DATE: 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: CHEROKEE BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH; INSTRUCTIONAL MATERIALS; LEARNING THEORIES; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; STUDENT GROUPING; TEACHER EDUCATION; TUTORING

IDENTIFIER: CHEROKEE BILINGUAL EDUCATION PROGRAM; OKLAHOMA; *PROJECT BEST; TAHLEQUAH

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 43P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE CHEROKEE BILINGUAL EDUCATION PROGRAM IN TAHLEQUAH, OKLAHOMA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE THE FOLLOWING ITEMS: A DESCRIPTION OF THE FOUR-YEAR COURSE OF STUDY FOR THE CHEROKEE BILINGUAL TEACHER TRAINING PROGRAM, A LIST OF MATERIALS, AND A SUMMARY OF THE EVALUATION. (SK)

ACCESSION NUMBER: ED072706

PUBLICATION DATE: AUG 72

TITLE: TYPES OF BILINGUALISM AND PERFORMANCE OF NAVAHO CHILDREN IN SCHOOL, PHASE II. FINAL REPORT.

PERSONAL AUTHOR: STAFFORD, KENNETH R.

DESCRIPTOR: ACHIEVEMENT TESTS; AMERICAN INDIAN LANGUAGES; *BILINGUALISM; COGNITIVE ABILITY; CURRICULUM DEVELOPMENT; *ENGLISH; ENGLISH INSTRUCTION; INTELLIGENCE DIFFERENCES; INTELLIGENCE TESTS; *LANGUAGE PROFICIENCY; LANGUAGE SKILLS; LEARNING PROCESSES; *MONOLINGUALISM; *NAVAHO; PREDICTOR VARIABLES; RESEARCH; SECOND LANGUAGE LEARNING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.

THIS STUDY IS ONE OF A SERIES ON COGNITIVE BEHAVIOR RELATED TO LINGUAL TYPES AMONG NAVAHO CHILDREN. THE PRESENT WORK HAS AIMED AT GAINING ADDITIONAL DESCRIPTIVE DATA REGARDING THE EFFECTS OF LINGUAL TYPES (COMPOUND BILINGUALS, EGNLISH-SPEAKING MONOLINGUALS, AND NAVAHO-SPEAKING MONOLINGUALS) ON SCHOOL ACHIEVEMENT AS MEASURED BY THE METROPOLITAN ACHIEVEMENT TESTS. ADDITIONALLY, INFORMATION WAS GAINED ABOUT (1) IQ SCORE DISCREPANCIES RESULTING FROM THE USE OF DIFFERENT TYPES OF TESTS, (2) THE BEST PREDICTORS OF SCHOOL SUCCESS, AND (3) THE EFFECTS OF EARLY ENGLISH INSTRUCTION. THE FOLLOWING RECOMMENDATIONS WERE MADE: (1) SUITABLE, SPECIFIC INSTRUCTION IN ENGLISH SHOULD BE PROVIDED NAVAHO CHILDREN UNFAMILIAR WITH THE ENGLISH LANGUAGE AND CULTURE PRELIMINARY TO OTHER SCHOOL INSTRUCTION; (2) IN EVALUATING INTELLIGENCE AND LEARNING ABILITY OF THESE CHILDREN, MEASURES SHOULD BE USED WHICH MOTIVATE AND ACCURATELY REFLECT ABILITY OR POTENTIAL ACHIEVEMENT; AND (3) A CURRICULUM FOR THE EARLY SCHOOL YEARS SHOULD BE DEVELOPED WHICH INCORPORATES THE NAVAHO CULTURE AND HERITAGE AND INVOLVES WIDE USE OF NAVAHO TEACHERS. THE STUDY INCLUDES SOME 14 TABLES FOR THE PRESENTATION OF STATISTICAL DATA AND A LIST OF REFERENCES. FOR REPORT OF PHASE 1, SEE ED 044 702. (AUTHOR/SK)

ACCESSION NUMBER: ED072893

PUBLICATION DATE: 72

TITLE: INDIAN RESISTANCE: THE PATRIOT CHIEFS. JACKDAW NO. A 2.

PERSONAL AUTHOR: JOSEPHY, ALVIN M., JR., COMP.; STROUSE, JEAN, COMP.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; CULTURAL CONTEXT; *ETHNIC STATUS; *INSTRUCTIONAL MATERIALS; LANGUAGE DEVELOPMENT; LEADERSHIP; *POLICY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 47P.

THE STORY OF THE RESISTANCE OF THE AMERICAN INDIAN TO THE CONQUEST OF HIS LANDS UNFOLDS IN THIS OUTLINE INTENDED FOR SENIOR HIGH SCHOOL STUDENTS. THE CONTENTS COVER EVENTS FROM THE LANDING OF THE PILGRIMS ON PLYMOUTH ROCK TO THE OCCUPATION OF ALCATRAZ IN SAN FRANCISCO BAY BY THE INDIANS IN 1970. AMONG THE ITEMS INCLUDED IN THE PACKET ARE THE FOLLOWING: (1) PAGES FROM THE FIRST BIBLE PRINTED IN AMERICA, TRANSLATED INTO THE MASSACHUSETTS INDIAN DIALECT AND PRINTED IN 1663; (2) PAUL REVERE'S DRAWING OF KING PHILIP, TAKEN FROM ENGRAVINGS OF IROQUOIS CHIEFS WHO HAD VISITED ENGLAND IN 1709; (3) ENGRAVINGS, "HOW THEY CATCH FISH," FROM THOMAS HARIOT'S "A BRIEFE AND TRUE REPORT OF THE NEW FOUND LAND OF VIRGINIA" (LONDON, 1588) AND "THE TOWN SECOTAN," SHOWING THE LAYOUT OF AN INDIAN VILLAGE; (4) A HOPI PETITION IN 1894 ASKING THE GOVERNMENT FOR A SURVEY OF PROMISED GRAZING LANDS; (5) PORTRAITS OF GREAT INDIAN LEADERS (TECUMSEH'S BROTHER, OSCEOLA, SEQUOYA, AND KEOKUK); AND (6) BROADSHEETS ON KING PHILIP'S WAR, TECUMSEH AND EXPANSION ACROSS THE ALLEGHENY, "MANIFEST DESTINY" AND ITS OPPONENTS, NONRESISTANT CHIEFS, AMERICAN EXPANSION ON THE PLAINS, AND MODERN INDIAN POLICY AND INDIAN RESISTANCE TODAY. ALSO INCLUDED ARE LISTS OF THINGS TO THINK ABOUT, THINGS TO DO, 13 BOOKS TO READ, AND 6 PERIODIC PUBLICATIONS. (FF)

AVAILABILITY: GROSSMAN PUBLISHERS, 625 MADISON AVENUE, NEW YORK, NEW YORK 10022, ($3.95)

ACCESSION NUMBER: ED072899

PUBLICATION DATE: 73

TITLE: GO MY SON. FOR AMERICAN INDIANS: OPPORTUNITIES FOR HIGHER EDUCATION IN THE UNITED STATES.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE ADMISSION; *COLLEGE CHOICE; COLLEGE ENVIRONMENT; *EDUCATIONAL ENVIRONMENT; *HIGHER EDUCATION; INSTITUTIONS; INTERCULTURAL PROGRAMS; PROGRAM DESCRIPTIONS; *SOCIAL FACTORS; UNIVERSITIES; VOCATIONAL EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

COLLEGES, VOCATIONAL COLLEGES, AND UNIVERSITIES OFFERING PROGRAMS TO FACILITATE THE EDUCATION OF AMERICAN INDIAN STUDENTS ARE LISTED IN THIS CATALOG. THE LIST IS DESIGNED TO AID INDIAN STUDENTS OF HIGH SCHOOL AGE WHO MAY BE PLANNING TO OBTAIN A HIGHER EDUCATION AND ALSO TO AID HIGH SCHOOL COUNSELORS AND OTHERS WHO ARE ATTEMPTING TO GUIDE INDIAN STUDENTS TOWARDS HIGHER EDUCATION. THE APPROXIMATELY 80 SCHOOLS THAT ARE LISTED ARE MAKING SPECIAL EFFORTS TO MINIMIZE THE STRAIN THAT INDIAN STUDENTS FEEL IN ENTERING AN UNKNOWN SOCIAL AND CULTURAL ENVIRONMENT. IT IS STATED THAT AMERICAN INDIAN YOUTH ARE LIKELY TO FIND ON THESE CAMPUSES AN ACADEMIC ENVIRONMENT WHERE INDIAN CULTURE IS NOT ONLY RESPECTED, BUT ENCOURAGED AND SUPPORTED. A CHECKLIST OF SERVICES AND PROGRAMS AT EACH SCHOOL--ADMISSION POLICIES, SCHOLARSHIP PROGRAMS, ORIENTATION PROGRAMS, REGISTRATION ADVISEMENT, COUNSELING SERVICES, INDIAN PUBLICATIONS, SOCIAL CLUBS AND EVENTS, EMPLOYMENT PLACEMENT, AND CLASSES AND/OR DEGREES--IS ALSO PROVIDED. (FF)

ACCESSION NUMBER: ED072909

PUBLICATION DATE: FEB 72

TITLE: DISCUSSION OF EDUCATIONAL PLANS WITH TEACHERS BY INDIAN AND NON-INDIAN HIGH SCHOOL STUDENTS AND TYPE OF SUBJECT TAUGHT BY TEACHERS.

PERSONAL AUTHOR: LARSON, WAYNE L.

DESCRIPTOR: *ACADEMIC ASPIRATION; *AMERICAN INDIANS; DISADVANTAGED GROUPS; ENGLISH EDUCATION; FIELD STUDIES; *HIGH SCHOOL STUDENTS; RURAL SCHOOLS; *STUDENT TEACHER RELATIONSHIP; TABLES (DATA); *TEACHER INFLUENCE; UNITS OF STUDY (SUBJECT FIELDS)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

THE PRINCIPAL OBJECTIVE OF THIS RESEARCH WAS TO ANALYZE THE QUESTION OF THE KINDS OR TYPES OF TEACHERS WHO HAVE THE MOST INFLUENCE ON STUDENTS' ASPIRATIONS AND ACHIEVEMENTS. THE STUDY INCLUDED A SAMPLE OF STUDENTS FROM 4 HIGH SCHOOLS IN WHICH INDIAN AND NON-INDIAN STUDENTS WERE ENROLLED. A QUESTIONNAIRE WAS ADMINISTERED TO AND ANALYZED FOR 451 RESPONDENTS. STUDENTS INDICATED THAT ENGLISH MORE THAN NON-ENGLISH TEACHERS HAD HAD A STRONG INFLUENCE ON THEIR EDUCATIONAL ASPIRATIONS AND EXPECTATIONS. OF ALL STUDENTS WHO IDENTIFIED ENGLISH TEACHERS AS PERSONS WITH WHOM THEY HAD DISCUSSED THEIR EDUCATIONAL PLANS, 47% WERE INDIAN AND 40% WERE NON-INDIAN. THE AUTHOR CONCLUDED FROM THIS ANALYSIS THAT ENGLISH TEACHERS ARE MORE LIKELY THAN OTHER TEACHERS TO HAVE DISCUSSED EDUCATIONAL PLANS WITH STUDENTS. IT WAS FURTHER CONCLUDED THAT THOSE INDIAN STUDENTS WHO CONTACTED ENGLISH TEACHERS APPEARED TO BE LEAST ACADEMICALLY ORIENTED, OR CONVERSELY, WERE MORE LIKELY CANDIDATES FOR DROP-OUT STATUS. IT WAS SUGGESTED THAT FUTURE RESEARCH ON THIS QUESTION SHOULD BE UNDERTAKEN WITH DESIGNS WHICH SEPARATE THE EFFECTS OF TEACHERS' CHARACTERISTICS FROM THE EFFECTS OF STUDENT-TEACHER INTERACTION AND THE CONTENT OF THE SUBJECTS TAUGHT. (HBC)

ACCESSION NUMBER: ED072912

PUBLICATION DATE: DEC 70

TITLE: NEW CAREERS IN THE INDIAN HEALTH PROGRAM.

DESCRIPTOR: *AMERICAN INDIANS; *CAREER OPPORTUNITIES; DENTAL ASSISTANTS; *EMPLOYMENT OPPORTUNITIES; ENVIRONMENTAL TECHNICIANS; *HEALTH OCCUPATIONS; PRACTICAL NURSES; PUBLIC HEALTH; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION

IDENTIFIER: *INDIAN HEALTH SERVICE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

THE INDIAN HEALTH SERVICE PROGRAM HAS ENABLED LARGE NUMBERS OF AMERICAN INDIANS TO PLAY A SIGNIFICANT ROLE IN THE DESIGN AND DELIVERY OF HEALTH SERVICES TO THEIR COMMUNITIES. THE INDIAN HEALTH SERVICE PROVIDES TRAINING PROGRAMS IN VARIOUS HEALTH-RELATED AREAS. THESE PROGRAMS HAVE PROVIDED MANY INDIANS THEIR FIRST OPPORTUNITY FOR EMPLOYMENT, WHILE FOR OTHERS THE PROGRAMS HAVE BEEN THE FIRST STEP TOWARDS A LIFE-LONG HEALTH CAREER. THIS DOCUMENT IS INTENDED AS A REFERENCE TO A VARIETY OF OPPORTUNITIES FOR NEW CAREERS WHICH EXIST WITHIN ONE OF THE MANY AGENCIES SERVING INDIAN COMMUNITIES. IT LISTS 14 TRAINING PROGRAMS IN SUCH AREAS AS COMMUNITY HEALTH, DENTAL HEALTH, NURSING, ENVIRONMENTAL HEALTH, SUPERVISORY FOOD SERVICE TRAINING, TECHNICIAN (LABORATORY, RADIOLOGIC, AND MEDICAL RECORDS), AND SOCIAL WORK ASSOCIATE. GIVEN WITH EACH PROGRAM LISTING ARE SOME GENERAL INFORMATION, THE PROGRAM OBJECTIVES, A BRIEF DESCRIPTION OF THE CURRICULUM, THE PREREQUISITES FOR ENTRANCE, THE RECRUITMENT PROCEDURES, AND THE PERSONS TO CONTACT FOR FURTHER INFORMATION ABOUT THE PROGRAM. THE ADDRESSES FOR THE INDIAN HEALTH SERVICE AREA OFFICES ARE ALSO GIVEN. (VQ)

ACCESSION NUMBER: ED072913

PUBLICATION DATE: SEP 66

TITLE: A COMPREHENSIVE EVALUATION OF OEO COMMUNITY ACTION PROGRAMS ON SIX SELECTED AMERICAN INDIAN RESERVATIONS. REPORT 4 - FINAL REPORT.

PERSONAL AUTHOR: SMITH, JAMES G. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY ACTION; COMMUNITY STUDY; CULTURAL BACKGROUND; ECONOMICALLY DISADVANTAGED; HISTORY; *POVERTY PROGRAMS; *PROGRAM EVALUATION; *RESERVATIONS (INDIAN); SOCIAL SERVICES

IDENTIFIER: CAP; *COMMUNITY ACTION PROGRAMS; OFFICE OF ECONOMIC OPPORTUNITY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 399P.

THE IMPACT OF THE OFFICE OF ECONOMIC OPPORTUNITY (OEO) COMMUNITY ACTION PROGRAMS (CAP) ON 6 SELECTED AMERICAN INDIAN RESERVATIONS (GILA RIVER AND PAPAGO, ARIZONA; SANTA CLARA PUEBLO, NEW MEXICO; PINE RIDGE, SOUTH DAKOTA; TURTLE MOUNTAIN, NORTH DAKOTA, AND WHITE EARTH CHIPPEWA, MINNESOTA) ARE EVALUATED. AFTER CONSIDERING THE DEVELOPMENT OF INDIAN POVERTY AND RESEARCH APPROACHES EMPLOYED IN EVALUATION OF CAP STRUCTURE AND OPERATIONS ON THE 6 RESERVATIONS, EACH RESERVATION IS DISCUSSED IN RESPECT TO RELEVANT HISTORICAL AND CULTURAL BACKGROUND, RESOURCES AND PEOPLE, AND THE ARRIVAL AND IMPACT OF CAP. AN ANALYTICAL CRITIQUE AND A SUMMATION OF SIGNIFICANT FINDINGS FOLLOW, RELATING THIS MATERIAL BOTH TO INDIAN POVERTY AND TO OEO RESPONSES. RECOMMENDATIONS DERIVED FROM THIS TOTAL RANGE OF INVESTIGATIONS AND ANALYSES CONCLUDE THE REPORT. THESE FOCUS ON THE PRINCIPAL PROBLEM AREAS IDENTIFIED IN THE COURSE OF PROJECT RESEARCH AND FIELD WORK, AND INCLUDE SUGGESTIONS, BOTH FOR ACTION AND FURTHER RESEARCH, BEARING ON IMPROVEMENT OF EXISTING PROGRAMS. A BRIEF NOTE SUGGESTING AN INNOVATIVE APPROACH TO THE DEVELOPMENT OF ECONOMICALLY SELF-SUSTAINING RESERVATIONS IS ADDED, TOGETHER WITH A BRIEF COMMENTARY ON ALTERNATIVE ROADS FOR THE INDIAN INTO THE POST-POVERTY SOCIETY. A SYNTHESIS OF FINDINGS, RECOMMENDATIONS, AND BIBLIOGRAPHY ARE INCLUDED. (AUTHOR/FF)

AVAILABILITY: U. S. DEPARTMENT OF COMMERCE, NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 ($3.00 HC; $0.95 MFILM)

ACCESSION NUMBER: ED072914

PUBLICATION DATE: 72

TITLE: REPORT TO THE GOVERNOR AND THE LEGISLATURE BY THE NEVADA INDIAN AFFAIRS COMMISSION FOR THE PERIOD, 1 JULY 1968 THRU 30 JUNE 1972.

DESCRIPTOR: *AMERICAN INDIANS; CIVIL RIGHTS; INCOME; POLICY; *RESERVATIONS (INDIAN); *STATE PROGRAMS; STATISTICAL DATA; UNEMPLOYMENT

IDENTIFIER: *NEVADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.

THE ADMINISTRATION AND ACTIVITIES OF THE AMERICAN INDIAN AFFAIRS COMMISSION FOR THE STATE OF NEVADA ARE COVERED IN THIS FOURTH REPORT, WHICH ALSO GIVES AN ACCOUNTING OF FUNDS FOR WHICH THE COMMISSION IS RESPONSIBLE. THE REPORT DISCUSSES PROBLEMS IN THE FOLLOWING 5 AREAS: (1) NATIONAL INDIAN POLICY; (2) JURISDICTION OF THE INDIAN RESERVATIONS; (3) PUBLIC ASSISTANCE FOR NEVADA INDIANS; (4) POPULATION AND INCOME INFORMATION; AND (5) EDUCATION AND THE NEVADA INDIAN. RECOMMENDATIONS ARE MADE CONCERNING INDIAN RESERVATIONS, POPULATION AND INCOME, AND EDUCATION, INCLUDING (1) THAT WHATEVER DEGREE OF LAW AND ORDER AUTHORITY OVER THEIR RESERVATIONS THE INDIVIDUAL TRIBES AGREE THEY CAN ASSUME SHOULD BE RETURNED TO THEM; (2) THAT TRIBAL JUDGES ON INDIAN RESERVATIONS BE MADE JUSTICES OF THE PEACE IN ORDER THAT THEY MAY HEAR CASES OF NON-INDIANS WHO ARE ARRESTED FOR COMMITTING CRIMES ON INDIAN LAND; (3) THAT THE LEGISLATURE INITIATE SOME CONTROLS FOR CHECKS AND BALANCES TO INSURE PERSONAL ACCOUNTABILITY OF DEPARTMENT HEADS AND SUPERVISORS, ESPECIALLY IN REGARD TO EQUAL EMPLOYMENT OPPORTUNITY; (4) THAT WHENEVER AN INDIAN TRIBE DESIRES TO BE THE AGENCY TO ADMINISTER JOHNSON O'MALLEY FUNDS, THE STATE CONTRACT DIRECTLY WITH INDIAN TRIBAL COUNCILS TO ADMINISTER SUCH FUNDS; AND (5) THAT COURSES RELATED TO INDIAN CULTURE AND ARTS, INDIAN TRIBAL LAW AND GOVERNMENT, AND INDIAN HISTORY BE ADDED TO THE PUBLIC SCHOOL CURRICULUM. (FF)

164

ACCESSION NUMBER: ED072915

PUBLICATION DATE: 72

TITLE: SOUTH DAKOTA INDIAN BIBLIOGRAPHY.

DESCRIPTOR: *AMERICAN INDIANS; ART PRODUCTS; *BIBLIOGRAPHIES; BIOGRAPHIES; CHRONICLES; CULTURE; FICTION; FINE ARTS; HISTORY; LANGUAGE; MYSTICISM; RELIGION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

LISTED IN THIS AMERICAN INDIAN BIBLIOGRAPHY ARE 310 BOOKS AND PAMPHLETS DATING FROM 1894 TO 1971. ENTRIES ARE ARRANGED UNDER THE FOLLOWING HEADINGS: ART AND MUSIC, BIBLIOGRAPHY, CULTURE, FICTION, GOVERNMENT RELATIONS, HISTORY, LANGUAGE, AND RELIGION AND MYTHOLOGY. ALSO INCLUDED IS A LIST OF PUBLISHERS AND ADDRESSES, CONTAINING 111 ENTRIES. (HBC)

ACCESSION NUMBER: ED073037

PUBLICATION DATE: 71

TITLE: INDIAN GAMES.

PERSONAL AUTHOR: GURNOE, KATHERINE J.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; CHILDRENS GAMES; CULTURAL ACTIVITIES; ETHNOLOGY; *GAMES; PLAY; *SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 26P.

DESCRIBED HERE ARE TEN INDIAN GAMES WITH THEIR RULES, OBJECTS, NUMBER OF PLAYERS, SCORING SYSTEMS, AND EQUIPMENT REQUIREMENTS. A SKETCH OF EACH GAME AND ITS EQUIPMENT IS INCLUDED, AS IS A SHORT BIBLIOGRAPHY OF BOOKS ON INDIANS AND THEIR GAMES. OTHER PAPERS IN THE SERIES FROM THE TASK FORCE ON ETHNIC STUDIES ARE SO 005 534 TO SO 005 551. (OPH)

ACCESSION NUMBER: ED073038

PUBLICATION DATE: 71

TITLE: INDIAN MUSIC.

PERSONAL AUTHOR: GURNOE, KATHERINE J.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; CULTURAL ACTIVITIES; DANCE; ETHNOLOGY; *MUSIC; *MUSICAL INSTRUMENTS; *SOCIAL STUDIES; VOCAL MUSIC

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.

AMERICAN INDIAN MUSIC IS THE TOPIC OF THIS CURRICULUM UNIT FROM THE TASK FORCE ON MINORITY CULTURES. AFTER A BRIEF INTRODUCTION EXPLAINING THE IMPORTANCE OF MUSIC TO THE INDIAN PEOPLE, THERE ARE SECTIONS ON: 1) THE INSTRUMENTS, WHICH PROVIDES A DESCRIPTION OF EACH INSTRUMENT, INCLUDING THE TYPE OF MATERIALS USED IN ITS CONSTRUCTION, HOW THE INSTRUMENT WAS MADE, AND HOW IT WAS PLAYED; 2) THE DANCES, WITH THE SIGNIFICANCE GIVEN FOR EACH; AND, 3) THE SONGS, UNDER WHAT CIRCUMSTANCES THEY WERE SUNG AND BY WHOM. A SHORT ANNOTATED BIBLIOGRAPHY IS GIVEN LISTING BOOKS ON THE SONGS AND STORIES OF THE AMERICAN INDIAN. OTHER DOCUMENTS IN THE SERIES ARE SO 005 534 THROUGH SO 005 551. (OPH)

ACCESSION NUMBER: ED073202

PUBLICATION DATE: NOV 72

TITLE: MULTI-ETHNIC READING AND AUDIO-VISUAL MATERIALS FOR YOUNG CHILDREN: ANNOTATED BIBLIOGRAPHY.

DESCRIPTOR: AMERICAN INDIANS: *ANNOTATED BIBLIOGRAPHIES: *AUDIOVISUAL AIDS: CHILDRENS BOOKS: CULTURAL EDUCATION: EARLY CHILDHOOD: ETHNIC GROUPS: ETHNIC STEREOTYPES: FILMS: MINORITY GROUPS: *MULTICULTURAL TEXTBOOKS: NEGROES: *PRIMARY EDUCATION: *READING MATERIALS: SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.

THIS PUBLICATION LISTS MULTI-ETHNIC READING, AUDIO, AND AUDIO-VISUAL MATERIALS FOR YOUNG CHILDREN IN DAY CARE CENTER PROGRAMS AND HOMES. THE LISTING, IT IS HELD, IS BY NO MEANS A COMPLETE ONE. THE NEED FOR LISTING THESE MATERIALS ARISES FROM THE FACT THAT, HISTORICALLY, CHILDREN'S LITERATURE ON MINORITY RACES HAS BEEN WRITTEN FROM A PREJUDICED POINT OF VIEW, AND IN A DEROGATORY MANNER, BY WHITE AUTHORS FOR A WHITE AUDIENCE. ANOTHER MAJOR REASON FOR PUTTING THIS LIST TOGETHER IS TO ENCOURAGE EACH MINORITY TO LEARN ABOUT THE OTHER THROUGH AUTHENTIC AND REPUTABLE AUTHORS. THIS WAY, THE STEREOTYPING AND NEGATIVE ATTITUDES THAT HAVE RESULTED FROM BAD CHILDREN'S LITERATURE MAY BE OFFSET. IN MOST LISTINGS THERE IS SUFFICIENT INFORMATION TO ORDER THE BOOKS LISTED. WHERE POSSIBLE, THE COST, AUDIENCE OR GRADE LEVEL, AND BINDING--PAPERBACK OR HARD COVER--OF THE BOOKS IS SPECIFIED. SOME OF THE FILMS INDICATE THAT A PREVIEW IS AVAILABLE PRIOR TO PURCHASE. THE LISTINGS ARE ORGANIZED IN FOUR SECTIONS: SPANISH, INDIAN, BLACK, AND REFERENCE SOURCES. (AUTHOR/JM)

AVAILABILITY: DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, 1401 K STREET, N.W., WASHINGTON, D.C. 20005 (PUB. NO. 101, NO PRICE QUOTED)

ACCESSION NUMBER: ED073859

PUBLICATION DATE: 16 APR 68

TITLE: INDIAN EDUCATION. PART 4, HEARINGS BEFORE THE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, NINETIETH CONGRESS, FIRST AND SECOND SESSIONS ON THE STUDY OF THE EDUCATION OF INDIAN CHILDREN.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *DROPOUT RESEARCH; *EDUCATIONAL PROBLEMS; *GOVERNMENT ROLE; HEALTH SERVICES; HOUSING; *POPULATION EDUCATION; RESERVATIONS (INDIAN); SELF ESTEEM; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *SIOUX INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 460P.

PROCEEDINGS OF THE HEARINGS BEFORE THE SPECIAL SUBCOMMITTEE ON AMERICAN INDIAN EDUCATION, PREPARED STATEMENTS OF THE WITNESSES, AND ADDITIONAL ARTICLES, PAPERS, AND PUBLICATIONS ARE INCLUDED IN THIS REPORT. STATEMENTS WERE PRESENTED BY AN EDUCATIONAL SPECIALIST, A PSYCHIATRIST, AND OTHER REPRESENTATIVES FROM THE VARIOUS INDIAN TRIBES IN NEBRASKA, MINNESOTA, AND SOUTH DAKOTA. THESE STATEMENTS GENERALLY DESCRIBE THE CONDITIONS WITHIN SELECTED INDIAN COMMUNITIES AND THE GOVERNMENT'S EFFORT OR LACK OF EFFORT IN ALLEVIATING THESE CONDITIONS. ALSO INCLUDED IN THE DOCUMENT ARE THE FOLLOWING: "A STUDY OF THE THEORETICAL CHILDHOOD BEHAVIORAL CONSEQUENCES OF DAKOTA, WHITE-AMERICAN VALUE CONFRONTATION"; "WHITEMAN MEDICINE, INDIAN MEDICINE, AND INDIAN IDENTITY ON PINE RIDGE RESERVATION"; "OGLALA SIOUX MODEL RESERVATION PROGRAM: THE DEVELOPMENT POTENTIAL OF THE PINE RIDGE INDIAN RESERVATION"; AND 5 ISSUES OF THE PINE RIDGE RESEARCH BULLETIN, IN WHICH GENERAL CHARACTERISTICS OF THE INDIAN POPULATION, "A STATISTICAL ANALYSIS OF THE OGLALA SIOUX FAMILY ORGANIZATION," AND "FAMILY PLANNING AT PINE RIDGE" ARE COVERED. ALSO, A MEMORANDUM IS INCLUDED ON THE INDIAN EDUCATION NEEDS OF THE TURTLE MOUNTAIN AREA. INFORMATION WHICH HAS BEEN DELETED FROM THIS DOCUMENT IS AVAILABLE AS ED 001 130, ED 003 853, AND ED 016 529. (HBC)

ACCESSION NUMBER: ED073860

TITLE: EHANNI OHUNKAKAN. CURRICULUM MATERIALS RESOURCE UNIT.

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; *CULTURAL BACKGROUND; CURRICULUM ENRICHMENT; ETHNIC GROUPS; GRADE 9; HISTORY; *INSTRUCTIONAL MATERIALS; LEGENDS; *LITERATURE; *METHODOLOGY; RELIGIOUS EDUCATION; RESERVATIONS (INDIAN)

IDENTIFIER: *OGLALA SIOUX

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 197P.

THE FIRST OF 6 EXPERIMENTAL UNITS, THE INSTRUCTIONAL MATERIAL PRESENTED IN THIS DOCUMENT IS DIRECTED TO THE 9TH GRADERS OF THE OGLALA SIOUX PEOPLE. THE STORIES PRESENTED ARE FROM THE LITERARY TRADITION OF THE SIOUX PEOPLE. THE STORIES INCLUDED ARE OF 3 CATEGORIES: (1) EHANNI (MEANING A VERY LONG TIME AGO) STORIES, WHICH EXPLAIN THE CREATION AND HOW THINGS CAME TO BE; (2) OHUNKAKAN STORIES, TELLING OF A TIME AFTER THE SIOUX PEOPLE HAD COME TO THE SURFACE OF THE WORLD AND BEFORE THE TIMES OF THEIR GREAT-GREAT-GRANDFATHERS; AND (3) EHANNI WICOWOGAKE STORIES, WHICH TELL THE HISTORY OF THE SIOUX PEOPLE, BASED ON HISTORICAL FACT. THE 3 GROUPS OF STORIES TELL OF THE COMING OF RELIGIOUS RITES, LESSONS TO BE LEARNED, SOCIAL BEHAVIOR, MANNERS, AND COURTESY. VARIOUS EXPLANATIONS AND ILLUSTRATIONS ARE ALSO INCLUDED TO HELP THE READER COMPREHEND THE MATERIAL. RELATED DOCUMENTS ARE ED 067 172, AND ED 066 235 THROUGH ED 066 240. (FF)

AVAILABILITY: ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

ACCESSION NUMBER: ED073870

PUBLICATION DATE: 21 SEP 70

TITLE: THE INDIAN TODAY IN NEW YORK STATE.

DESCRIPTOR: ADMINISTRATIVE ORGANIZATION; *AMERICAN INDIANS; *BACKGROUND; EDUCATIONAL OPPORTUNITIES; HEALTH SERVICES; *LEGAL RESPONSIBILITY; LEGISLATION; RESERVATIONS (INDIAN); *SOCIAL SERVICES; *STATE PROGRAMS

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.; SEVENTH EDITION

THE STATUS OF AMERICAN INDIANS IN THE STATE OF NEW YORK AND THE PUBLIC SERVICES MADE AVAILABLE TO THEM THROUGH VARIOUS UNITS OF STATE GOVERNMENT ARE OUTLINED. FOR MORE THAN A CENTURY AND ONE-HALF THE STATE OF NEW YORK, WITH FEDERAL ACQUIESCENCE, ASSUMED RESPONSIBILITIES FOR INDIAN WELFARE CORRESPONDING TO THOSE UNDERTAKEN BY THE FEDERAL GOVERNMENT IN STATES WEST OF THE MISSISSIPPI. SERVICES IN THE AREAS OF HEALTH, EDUCATION, HIGHWAYS, SOCIAL SERVICES, MENTAL HYGIENE, AND SO ON ARE RENDERED BY THE NEW YORK STATE DEPARTMENTS IN ACCORDANCE WITH THEIR REGULAR FUNCTIONS AND RESPONSIBILITIES. INCLUDED IN THE PAMPHLET ARE A SUMMARY OF THE RESPONSIBILITIES AND SERVICES THE STATE HAS VOLUNTARILY ASSUMED TOWARD ITS INDIAN INHABITANTS, A BACKGROUND OF THE INDIANS THEMSELVES, AND A DESCRIPTION OF THE SOCIAL SERVICES ADMINISTERED BY THE STATE OF NEW YORK TOWARD ITS INDIANS. A BIBLIOGRAPHY AND A LIST OF INDIAN RESERVATIONS AND INDIAN OFFICIALS ARE ALSO FURNISHED. A RELATED DOCUMENT IS ED 032 960. (FF)

ACCESSION NUMBER: ED073872

PUBLICATION DATE: SEP 72

TITLE: INCOME AND POVERTY DATA FOR RACIAL GROUPS. A COMPILATION FOR OREGON CENSUS COUNTY DIVISIONS.

PERSONAL AUTHOR: VALDE, GARY, COMP.; COPPEDGE, ROBERT O., COMP.

DESCRIPTOR: AMERICAN INDIANS; *CENSUS FIGURES; *DEMOGRAPHY; *FAMILY INCOME; *MINORITY GROUPS; NEGROES; REPORTS; SOCIOECONOMIC INFLUENCES; SPANISH SPEAKING; STATISTICAL ANALYSIS; *TABLES (DATA)

IDENTIFIER: *OREGON

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 138P.

A SUMMARY OF INFORMATION OBTAINED FROM SPECIAL RUNS OF THE 1970 U.S. CENSUS OF POPULATION COMPUTER SUMMARY TAPES IS REPORTED. THIS INFORMATION INCLUDES, FOR EACH CENSUS COUNTY DIVISION WITHIN EACH OREGON COUNTY, POPULATION BY RACIAL GROUP, FAMILY INCOME DISTRIBUTION OF RACIAL GROUPS, AND POVERTY STATISTICS. THE ORIGINAL IMPETUS FOR COMPILATION OF THE DATA AROSE FROM REQUIREMENTS DEALING WITH MEETING NONDISCRIMINATORY LEGAL STANDARDS. THE FINDINGS, WHICH ARE REPORTED IN TABULAR FORM, INDICATE THAT ABOUT 4 1/2% OF OREGON'S POPULATION IS CLASSIFIED AS MINORITY. OF A TOTAL POPULATION OF 2,091,385, 34,577 ARE SPANISH LANGUAGE, 26,308 ARE BLACK, AND 13,510 ARE AMERICAN INDIAN. THE "OTHER" CATEGORY, 19,488 PERSONS, IS LARGELY COMPOSED OF JAPANESE AND CHINESE. THESE MINORITY POPULATIONS ARE CONCENTRATED IN THE METROPOLITAN AREAS OF OREGON, PRINCIPALLY AROUND PORTLAND. THE WILLAMETTE VALLEY (LOCATION OF THE STATE'S 3 METROPOLITAN AREAS) IS THE HOME OF 67% OF THE STATE'S SPANISH LANGUAGE POPULATION, 46% OF THE INDIANS, AND 93% OF THE BLACK RESIDENTS OF OREGON. MINORITY FAMILY INCOMES TEND TO BE LOWER THAN THOSE OF CAUCASIANS, ALTHOUGH MIDDLE INCOME LEVELS CONTAIN RELATIVELY LARGE PERCENTAGES OF FAMILIES IN ALL RACIAL GROUPS. MINORITY GROUPS DO HAVE PROPORTIONATELY FEWER IN THE HIGHER INCOME CLASS, HOWEVER, AND MORE IN THE LOWER CLASSES. (AUTHOR/HBC)

ACCESSION NUMBER: ED073874

PUBLICATION DATE: MAR 73

TITLE: PROGRAM ASSESSMENT: UNIVERSITY WITHOUT WALLS, "FLAMING RAINBOW," TAHLEQUAH, OKLAHOMA.

PERSONAL AUTHOR: LEITKA, GENE

DESCRIPTOR: *ALTERNATIVE SCHOOLS; *AMERICAN INDIANS; EDUCATIONAL PROGRAMS; *HIGHER EDUCATION; *LEARNING; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION

IDENTIFIER: FLAMING RAINBOW; *UNIVERSITY WITHOUT WALLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

AN EDUCATIONAL PROGRAM ASSESSMENT OF THE UNIVERSITY WITHOUT WALLS (UWW), LOCATED IN TAHLEQUAH, OKLAHOMA, AND KNOWN AS "FLAMING RAINBOW," WAS PRESENTED IN THIS DOCUMENT. THE EVALUATION WAS CONDUCTED DURING MARCH 27-30, 1973. THE 6 AMERICAN INDIAN PARTICIPANTS, WHO ARE FINANCIALLY SUPPORTED BY THE BUREAU OF INDIAN AFFAIRS' (BIA) HIGHER EDUCATION PROGRAM, AND 3 PROSPECTIVE STUDENTS WERE INTERVIEWED, AS WERE THE CENTER'S CORE STAFF PERSONNEL AND THE VISTA WORKERS. THE 4-DAY ASSESSMENT PERIOD CULMINATED WITH A VISIT TO THE BIA OFFICE IN MUSKOGEE, OKLAHOMA, TO ASSESS THEIR CONCEPTION OF THE PROGRAM. THE ASSESSMENT PLACED EMPHASIS ON THE TESTIMONIES OF THE STUDENTS, WHO ARTICULATED THE PROGRAM'S EFFECTIVENESS. SUCCESS OF THE PROGRAM WAS NOTICEABLE BY THE ADVANCEMENT MADE BY 3 STUDENTS WHO WERE NEAR GRADUATION. FINDINGS INCLUDED THAT THERE WAS A NEED TO CLARIFY THE UWW GOALS AND OBJECTIVES IN A LANGUAGE UNDERSTANDABLE TO A LAYMAN AND THAT THE COMMUNICATIONS NETWORK BETWEEN UWW AND THE BIA HIGHER EDUCATION OFFICE IN MUSKOGEE NEEDED IMPROVEMENT. IT WAS RECOMMENDED THAT BIA ASSISTANCE WILL BE VITALLY NEEDED IN THE FUTURE SHOULD UWW PROVE TO BE A VIABLE ALTERNATIVE EDUCATIONAL PROGRAM FOR INDIAN PEOPLE. INCLUDED IN THE APPENDIXES ARE (1) THE FISCAL YEAR BUDGET, 1973; (2) THE FISCAL YEAR BUDGET, 1974; (3) THE "CLUSTER CONCEPT" PROPOSAL FOR EXPANSION; (4) THE ADMISSION REQUIREMENTS; AND (5) A LIST OF INSTITUTIONS PARTICIPATING IN THE UWW CONSORTIUM. (AUTHOR/FF)

ACCESSION NUMBER: ED073876

PUBLICATION DATE: MAY 71

TITLE: ECONOMIC AND HUMAN DEVELOPMENT ON THE FORT MCDERMITT INDIAN RESERVATION OF NEVADA. PROGRESS REPORT ON A PILOT PROJECT.

PERSONAL AUTHOR: CHRISTENSEN, L. CLAIR; NIEDERFRANK, E. J.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY DEVELOPMENT; CULTURAL CONTEXT; *ECONOMIC DEVELOPMENT; EDUCATION; EVALUATION; *HUMAN DEVELOPMENT; INDUSTRIALIZATION; POPULATION TRENDS; *RESERVATIONS (INDIAN); *RURAL AREAS; WELFARE SERVICES

IDENTIFIER: *FORT MCDERMITT INDIAN RESERVATION; NEVADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

A LONG-RANGE ECONOMICS AND HUMAN DEVELOPMENT PROGRAM, LAUNCHED IN 1967 BY THE FORT MCDERMITT TRIBAL COUNCIL, OUTLINED VARIOUS PROJECTS FOR IMPROVING ECONOMIC AND LIVING CONDITIONS ON THE FORT MCDERMITT INDIAN RESERVATION, INCLUDING THE ATTRACTION OF SMALL INDUSTRY. THE PURPOSE OF THIS REPORT WAS TO MAKE AN INFORMAL ASSESSMENT OF DEVELOPMENT PROGRESS ON THE RESERVATION AS A RESULT OF THE PROGRAM, GIVING PARTICULAR ATTENTION TO ASSESSMENT OF THE FIRST NEW SMALL INDUSTRIAL PROJECT THAT HAD BEEN ATTRACTED TO THE RESERVATION. A DESCRIPTION OF THE RESERVATION WAS PRESENTED IN TERMS OF GEOGRAPHY, EDUCATION, HOUSING, HEALTH CARE, EMPLOYMENT, POPULATION, AND COMMUNITY DEVELOPMENT. THE PROGRESS AND POTENTIAL FOR DEVELOPMENT OF THE RESERVATION WAS DESCRIBED, AND INFORMATION ON THE NEW INDUSTRY WAS PRESENTED. MAJOR FINDINGS WERE THAT THE RESERVATION INDIANS CAN AND ARE WILLING TO BECOME INDUSTRIAL WORKERS, THAT THE SUCCESS OF THE INDUSTRY PROJECT WAS OWING TO THE FACT THAT IT WAS A "SELF-RESERVATION" PROJECT, THAT LOCAL RESOURCE COOPERATION WAS ESSENTIAL, THAT MANAGER-EMPLOYEE RELATIONS WERE IMPORTANT, THAT THE AUTONOMOUS DEVELOPMENT CORPORATION IDEA IS BETTER THAN WORKING THROUGH THE TRIBAL COUNCIL, THAT A DEMOCRATIC GROUP PROCESS DOES NOT WORK WELL WITH THE MCDERMITT INDIANS, AND THAT IT TAKES TIME AND PATIENCE TO START A NEW INDUSTRY. FURTHER PLANS, HOPES, AND SUGGESTIONS WERE ALSO PRESENTED. (PS)

ACCESSION NUMBER: ED073880

PUBLICATION DATE: OCT 72

TITLE: SOUTH DAKOTA INDIAN RECIPIENTS OF PUBLIC WELFARE.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COUNTY PROGRAMS; FINANCIAL SUPPORT; MINORITY GROUPS; RESERVATIONS (INDIAN); *STATE PROGRAMS; *STATISTICAL DATA; TABLES (DATA); *WELFARE RECIPIENTS

IDENTIFIER: *SOUTH DAKOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.

IN OCTOBER OF EACH YEAR, THE RESEARCH AND STATISTICS SECTION OF THE SOUTH DAKOTA DEPARTMENT OF PUBLIC WELFARE STUDIES THE RACIAL MAKEUP OF ITS RECIPIENTS TO REPORT ON THE PROPORTION OF AMERICAN INDIANS, THE STATE'S LARGEST MINORITY GROUP (32,402 OR 4.9% OF THE STATE'S POPULATION ACCORDING TO THE 1970 CENSUS), RECEIVING ASSISTANCE UNDER STATE WELFARE PROGRAMS. THIS ARTICLE PRESENTS THE DATA OBTAINED FOR OCTOBER, 1972. THE REPORT CONSISTS OF A NUMBER OF TABLES SHOWING THE RATIO OF INDIAN RECIPIENTS IN EACH PROGRAM AND THE PROPORTION OF MONEY EXPENDED FOR THEIR GRANTS. PROGRAMS INCLUDED IN THE SURVEY ARE OLD AGE ASSISTANCE, AID TO THE BLIND, AID TO THE DISABLED, AID TO DEPENDENT CHILDREN, AND FOSTER CARE. A SUMMARY OF THE INDIAN RECIPIENT RATE BY PROGRAM FOR EACH OF THE LAST 20 YEARS IS PRESENTED, SHOWING THE TREND IN INDIAN PARTICIPATION IN WELFARE ASSISTANCE. INFORMATION BY COUNTY AND BY PROGRAM HAS BEEN COMPILED FOR THE RESERVATION AND NONRESERVATION COUNTIES IN SEPARATE GROUPINGS. (AUTHOR/FF)

ACCESSION NUMBER: ED073882

PUBLICATION DATE: 72

TITLE: RACIAL AND ETHNIC SURVEY, 1972.

DESCRIPTOR: AMERICAN INDIANS; ANNUAL REPORTS; CIVIL RIGHTS LEGISLATION; *ENROLLMENT TRENDS; *MINORITY GROUPS; NEGROES; PERSONNEL POLICY; *RACIAL DISTRIBUTION; *SCHOOL PERSONNEL; SPANISH SPEAKING; *STATE SURVEYS; STUDENT ENROLLMENT; TABLES (DATA)

IDENTIFIER: *OREGON

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 28P.

REPORTS SUBMITTED BY LOCAL SCHOOL DISTRICTS AND INTERMEDIATE EDUCATION DISTRICT OFFICES WERE REVIEWED, ANALYZED, AND COMPARED TO PREVIOUS SURVEYS. INFORMATION WAS OBTAINED ABOUT ALL STUDENTS K-12 AND ALL SCHOOL PERSONNEL, INCLUDING AIDES AND COMMUNITY AGENTS. THE SURVEY INFORMATION WAS ANALYZED TO DETERMINE WHAT, IF ANY, CHANGES HAD BEEN MADE IN THE RACIAL AND ETHNIC COMPOSITION OF STUDENTS AND SCHOOL DISTRICT EMPLOYEES. INFORMATION REGARDING THE RACIAL AND ETHNIC DISTRIBUTION OF STUDENTS BY DISTRICT AND COUNTY, THE RACIAL AND ETHNIC DISTRIBUTION OF SCHOOL PERSONNEL, THE ENROLLMENT PATTERNS OF MINORITY STUDENTS IN 10TH, 11TH, AND 12TH GRADES BY DISTRICT AND COUNTY, AND THE TOTAL K-12 STATEWIDE MINORITY ENROLLMENT AS COMPARED TO THE STATEWIDE NUMBER OF SENIORS WERE PRESENTED IN TABULAR FORM. A SUMMARY OF THE DATA INDICATED (1) THAT SPANISH-SURNAME AND RUSSIANS SHOWED THE GREATEST INCREASE IN ENROLLMENT PATTERNS; (2) THAT OVER THE PAST 2 YEARS, THE PROPORTION OF BLACK STUDENTS REMAINED CONSISTENTLY SEGREGATED, PARTICULARLY AT THE ELEMENTARY LEVEL: (3) THAT SPANISH-SURNAME AND AMERICAN INDIANS WERE ALSO RACIALLY ISOLATED; (4) THAT THE NUMBER OF MINORITY EDUCATORS WAS LOW; (5) THAT THERE WAS AN URGENT NEED FOR THE ESTABLISHMENT OF A STATEWIDE DATA COLLECTION SYSTEM PERTINENT TO SCHOOL ACHIEVEMENT, READING AND MATHEMATICS SCORES, DROPOUT RATE, AND FOLLOW-UP ON MINORITY STUDENTS; AND (6) THAT THERE HAD BEEN A STABILIZATION IN ENROLLMENT PATTERNS OVER THE PAST YEAR. (HBC)

ACCESSION NUMBER: ED073886

PUBLICATION DATE: FEB 72

TITLE: EVALUATION OF DHEW HEALTH MANPOWER TRAINING PROGRAMS RELATIVE TO INDIANS. FINAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; ATTITUDE TESTS; CAREER PLANNING; *FEDERAL PROGRAMS; *HEALTH OCCUPATIONS EDUCATION; INTEREST TESTS; *MANPOWER DEVELOPMENT; MEDICAL SERVICES; PROFESSIONAL PERSONNEL

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 236P.

THE OBJECTIVES OF THIS STUDY EFFORT WERE TO IDENTIFY FACTORS CONTRIBUTING TO THE SHORTAGE OF HEALTH PROFESSIONALS OF AMERICAN INDIAN DESCENT, TO DETERMINE TO WHAT EXTENT THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (DHEW) MANPOWER TRAINING PROGRAMS ARE ACTING AS MECHANISMS TO AID INDIANS IN REACHING THE HIGHEST LEVELS OF HEALTH TRAINING FOR WHICH THEY INDIVIDUALLY QUALIFY, AND TO DETERMINE THE FUTURE ROLE OF DHEW IN DEVELOPING AN ADEQUATE POOL OF HEALTH PROFESSIONALS AND PARA-PROFESSIONALS OF INDIAN DESCENT. AN "EVALUATION OF THE DHEW HEALTH MANPOWER TRAINING PROGRAMS RELATIVE TO INDIANS" AND A COMPANION ARTICLE ENTITLED "ATTITUDES AND INTERESTS OF INDIAN PEOPLE REGARDING HEALTH CAREERS" REPORT THE FINDINGS OF THE STUDY. ORGANIZATIONS EVALUATED INCLUDE THE INDIAN HEALTH SERVICE (IHS), THE BUREAU OF HEALTH MANPOWER EDUCATION, THE OFFICE OF EDUCATION, THE DHEW REGIONAL OFFICES, AND OTHER DHEW FEDERAL GOVERNMENT AGENCIES AND ORGANIZATIONS. ADDITIONAL CHAPTERS ARE DEVOTED TO A SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS AND A PLAN OF ACTION. APPENDIXES INCLUDE IHS ORGANIZATIONS AND LOCATIONS VISITED; SUPPORTING DETAILS ON INDIAN EMPLOYMENT WITHIN THE IHS; POSITION DESCRIPTIONS OF THE SERVICE UNIT TRAINING OFFICER, THE AREA INDIAN HEALTH CAREER COUNSELOR, AND THE INDIAN HEALTH PROFESSIONAL ASSOCIATION COORDINATOR; AND CRITERIA FOR EVALUATING THE INTEREST SHOWN BY COLLEGES AND UNIVERSITIES IN INDIAN STUDENTS. (HBC)

AVAILABILITY: U.S. DEPARTMENT OF COMMERCE, NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 (PB-213-888/6, MF $0.95, HC $6.75)

ACCESSION NUMBER: ED073887

PUBLICATION DATE: FEB 72

TITLE: ATTITUDES AND INTERESTS OF INDIAN PEOPLE REGARDING HEALTH CAREERS.

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; *HEALTH OCCUPATIONS; HIGH SCHOOL STUDENTS; *OPINIONS; PARAMEDICAL OCCUPATIONS; PROFESSIONAL PERSONNEL; *PUBLIC HEALTH

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 104P.

THE PRIMARY OBJECTIVES OF THIS STUDY WERE TO DETERMINE TO WHAT EXTENT THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (DHEW) HEALTH MANPOWER TRAINING PROGRAMS WERE ACTING AS MECHANISMS TO AID AMERICAN INDIANS IN REACHING THE HIGHEST LEVELS OF HEALTH TRAINING FOR WHICH THEIR INDIVIDUAL AMBITIONS AND CAPABILITIES QUALIFIED THEM AND TO DETERMINE THE FUTURE ROLE OF DHEW IN DEVELOPING AN ADEQUATE POOL OF HEALTH PROFESSIONALS AND PARAPROFESSIONALS OF INDIAN DESCENT. DATA WERE COLLECTED BY INTERVIEWS WITH HIGH SCHOOL STUDENTS, INDIANS IN HEALTH-RELATED JOBS, INDIAN PROFESSIONALS IN HEALTH CAREERS, POTENTIAL EMPLOYEES AND HEALTH TRAINEES, AND STUDENTS IN COLLEGES AND IN HEALTH PROFESSIONAL SCHOOLS. IN CASES WHERE TIME DID NOT PERMIT INTERVIEWS, QUESTIONNAIRES WERE USED. IT WAS FOUND THAT DETAILED KNOWLEDGE OF HEALTH WORK WAS RELATIVELY LOW, THAT SIGNIFICANT WEAKNESSES IN THE QUALITY AND AVAILABILITY OF HEALTH-RELATED ACADEMIC COURSES WERE REPORTED BY FORMER STUDENTS WHO ARE NOW IN HEALTH OCCUPATIONS, AND THAT BOTH HIGH SCHOOL STUDENTS AND POTENTIAL EMPLOYEES SHOWED A HIGH INTEREST IN HEALTH-RELATED WORK. HELPING INDIAN PEOPLE APPEARED TO BE A FACTOR OF HIGH PRIORITY IN CAREER CHOICE. COPIES OF THE QUESTIONNAIRES USED AND OTHER RELATED MATERIALS ARE APPENDED. (NTIS/PS)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 (PB-2113 889/5, MF $0.95, HC $5.45)

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ACCESSION NUMBER: ED073890

PUBLICATION DATE: 73

TITLE: AN EXAMINATION OF FACTORS RESPONSIBLE FOR LOW ACHIEVEMENT IN INDIAN ELEMENTARY SCHOOL STUDENTS. PART I.

PERSONAL AUTHOR: BOWLUS, DONALD R.; AND OTHERS

DESCRIPTOR: ABSTRACT REASONING; ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *CONCEPT FORMATION; DISADVANTAGED GROUPS; *ELEMENTARY SCHOOL STUDENTS; ITEM ANALYSIS; *LOW ACHIEVERS; *PSYCHOMETRICS; STUDENT PROMOTION; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 44P.

THE PRESENT STUDY, FUNDED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, WAS A PRELIMINARY INVESTIGATION OF PATTERNS OF ACADEMIC SUCCESS AND FAILURE OF AMERICAN INDIAN ELEMENTARY SCHOOL CHILDREN. DATA ON THE 157 CHILDREN IN THE SAMPLE WERE OBTAINED THROUGH PARENT INTERVIEWS, TESTING MEASURES OF ACADEMIC ACHIEVEMENT, AND SEVERAL MEASURES OF IQ AND ACADEMIC APTITUDE, TEACHER RATINGS, SCHOOL RECORDS, AND A MEASURE OF THE CHILD'S SELF-CONCEPT VIA A PROJECTIVE DEVICE. CONVENTIONAL BEHAVIOR (CB); FUNCTIONAL INFORMATION, KNOWLEDGE, AND SKILL (FI); ESOTERIC INFORMATION (EI); AND ABSTRACT REASONING AND PROBLEM SOLVING (AR) WERE ISOLATED AS PRINCIPAL CONSTRUCTS. IT WAS CONCLUDED (1) THAT AR, FI, AND CB WERE RELATED TO ACADEMIC PERFORMANCE; (2) THAT THE EXISTING PSYCHOMETRIC INSTRUMENTS DO NOT PROVIDE AN ADEQUATE MEASURE OF ANY OF THE 3 RELEVANT FACTORS AND, IN FACT, ARE BADLY CONTAMINATED BY FACTORS WHICH ARE IRRELEVANT TO SCHOOL PERFORMANCE AND NEGATIVELY RELATED TO SOCIOECONOMIC STATUS; (3) THAT TEACHERS' RATINGS OF PERFORMANCE AND POTENTIAL ARE INFLUENCED BY FACTORS IRRELEVANT TO ACTUAL ACADEMIC PROFICIENCY; AND (4) THAT THERE IS AN URGENT NEED FOR BETTER DEFINITION AND MEASUREMENT OF THE 3 PRIMARY FACTORS RELATED TO ACHIEVEMENT, AND TO A STUDY OF THEIR EFFECTS OVER THE SCHOOL YEARS. ADDITIONALLY, A MODEL FOR ACADEMIC ACHIEVEMENT WAS DISCUSSED WHICH COULD BE UTILIZED AS A RESEARCH GUIDE. (HBC)

ACCESSION NUMBER: ED073892

PUBLICATION DATE: 28 AUG 70

TITLE: IDEOLOGY OF AN AMERICAN INDIAN SOCIAL MOVEMENT AND THE REVOLT AGAINST ANTHROPOLOGISTS.

PERSONAL AUTHOR: HENNING, MARILYN J.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; CHANGE AGENTS; MODELS; *RESEARCH METHODOLOGY; *RESEARCH PROBLEMS; SELF ACTUALIZATION; *SOCIAL ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE RURAL SOCIOLOGICAL SOCIETY MEETING (WASHINGTON, D.C., AUGUST 28, 1970)

AMONG YOUNG AMERICAN INDIANS, A RADICAL SOCIAL MOVEMENT HAS BEEN EVOLVING, AS HAS A COMMON IDEOLOGY, BECAUSE HISTORICAL AND SOCIAL CONDITIONS HAVE UNIFIED TRIBES IN AN AWARENESS OF A COMMON IDENTITY AND A COMMON SET OF PROBLEMS. A KEY TENET OF THIS IDEOLOGY HAS BEEN A CHALLENGE TO THE LEGITIMACY OF THE SOCIAL SCIENCES. THIS ASPECT OF THE MOVEMENT WAS BROUGHT TO THE ATTENTION OF A GROUP OF APPLIED ANTHROPOLOGISTS AT A WORKSHOP ON INDIAN EDUCATION. AT THE WORKSHOP, MILITANT INDIANS CHARGED THAT THE SCIENTIFIC KNOWLEDGE OF THE ANTHROPOLOGISTS WAS NOT PERTINENT TO INDIANS AND THAT THE MOTIVES OF ANTHROPOLOGISTS HAVE BEEN BASED UPON EXPLOITATION OF THE INDIAN PEOPLE. THE PAPER PRESENTED 2 MODELS FOR INTERACTION BETWEEN ANTHROPOLOGISTS AND THEIR SUBJECTS WHICH WERE IMPLIED IN THE RESPONSES TO A QUESTIONNAIRE SENT TO THE ANTHROPOLOGISTS INVOLVED IN THE WORKSHOP. THE RESPONDENTS PREFERRED THE FIRST MODEL, WHICH IS BASED UPON A PROFESSIONAL/CLIENT RELATIONSHIP. IN THIS MODEL, THE ANTHROPOLOGIST'S ROLE IS TO APPLY HIS KNOWLEDGE AND SKILL IN THE RESEARCH OF SOCIAL PROBLEMS AS DEFINED BY A COMMUNITY, AND HIS GOAL IS TO PROVIDE SOLUTIONS FOR THESE PROBLEMS. AS APPLIED ANTHROPOLOGY IS NOW KNOWN, THE PROBLEMS INVESTIGATED ARE USUALLY DEFINED BY AN INNOVATIVE ORGANIZATION COMMITTED TO THE GOALS OF MODERNIZATION, DEVELOPMENT, AND MODIFICATION OF HUMAN BEHAVIOR. HOWEVER, IT IS APPARENT THAT SOME ANTHROPOLOGICAL RESEARCH PROJECTS HAVE FOSTERED MISUNDERSTANDING. THE EPISODE AT THE WORKSHOP POINTED OUT THAT ANTHROPOLOGY HAS FREQUENTLY PROMISED MORE THAN IT HAS BEEN ABLE TO DELIVER. (FF)

ACCESSION NUMBER: ED073894

PUBLICATION DATE: 72

TITLE: A COMPARISON OF ATTITUDES AND VALUES BETWEEN INDIANS AND NON-INDIANS IN AN INSTITUTION OF HIGHER EDUCATION.

PERSONAL AUTHOR: BOUTWELL, RICHARD C.; AND OTHERS

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; ANGLO AMERICANS; *ATTITUDES; *COLLEGE STUDENTS; COMPARATIVE ANALYSIS; *HIGHER EDUCATION; QUESTIONNAIRES; TABLES (DATA); VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

MUST AN AMERICAN INDIAN BECOME WHITE ORIENTED TO SUCCEED IN AN INSTITUTION OF HIGHER EDUCATION IN TODAY'S AMERICAN SOCIETY? THE PURPOSE OF THIS PAPER WAS TO LEND INSIGHT INTO THIS QUESTION BY EXAMINING THE DIFFERENCES IN THE ATTITUDES AND VALUES OF AMERICAN INDIANS AND NON-INDIANS ATTENDING A LARGE WESTERN UNIVERSITY. THE PREMISE UPON WHICH THE AUTHORS BASED THEIR OBSERVATIONS WAS THAT THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN INDIANS AND NON-INDIANS IN THE VALUE THEY PLACED ON EDUCATION, THEIR PROBLEMS IN SCHOOL, THEIR GRADE-POINT AVERAGES, THEIR REPORTED ABSENCES, AND THEIR FEELINGS ABOUT RACIAL DISCRIMINATION. A SURVEY WAS DISTRIBUTED AT RANDOM TO 110 STUDENTS FROM A LARGE, PRIVATE WESTERN UNIVERSITY, A UNIVERSITY WITH ONE OF THE NATION'S LEADING INDIAN EDUCATION PROGRAMS, IN ORDER TO DETERMINE THE VALIDITY OF THE AUTHORS' PREMISE. THE ATTITUDE SURVEY INDICATED THAT INDIANS TENDED TO VALUE THEIR EDUCATION MORE THAN NON-INDIANS DO, THAT INDIAN STUDENTS WERE STILL AWARE OF THEIR BACKGROUND, AND THAT THEIR TIES TO THEIR HOME CULTURE WERE STILL GREAT. IT WAS CONCLUDED THAT SUCCESSFUL INDIAN STUDENTS HAD NOT BECOME COMPLETELY WHITE ORIENTED. RESULTS OF THE SURVEY ARE PRESENTED IN THE FORM OF PERCENTAGES IN 3 TABLES--POPULATION DESCRIPTION, INDIAN AND NON-INDIAN COMPARISON, AND CONDITIONS AFFECTING ACADEMIC STANDING. (FF)

ACCESSION NUMBER: ED073897

PUBLICATION DATE: 29 APR 73

TITLE: HEW AND STATE RESPONSIBILITIES TO INDIAN EDUCATION.

PERSONAL AUTHOR: LARSH, EDWARD B.

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; COMMUNITY CONTROL; CULTURAL EDUCATION; *EDUCATIONAL NEEDS; FEDERAL PROGRAMS; *HUMAN SERVICES; POLICY FORMATION; SCHOOL INTEGRATION; SELF CONGRUENCE; *STATE FEDERAL SUPPORT

IDENTIFIER: *DEPARTMENT OF HEALTH EDUCATION AND WELFARE; DHEW

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.; PAPER PRESENTED AT NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973)

THE INTENT OF THIS POSITION PAPER IS TO IDENTIFY AND DESCRIBE THE SPECIFIC CONDITIONS CAUSING PROBLEMS TO THE EFFECTIVE DELIVERY OF HEALTH, EDUCATION, AND WELFARE (HEW) SERVICES TO AMERICAN INDIANS, BOTH RESERVATION AND NON-RESERVATION, AND TO SUGGEST ACTIONS THAT MIGHT BE TAKEN TO ALLEVIATE OR REMOVE THESE CONDITIONS. A CONCERN OF THE INDIAN IS THAT MOST FEDERAL EMPLOYEES HAVE MISCONCEPTIONS ABOUT INDIANS THAT OFTEN RESULT IN WELL-MOTIVATED BUT POORLY CONCEIVED PROGRAMS. FACTS REFUTING SOME OF THE MORE COMMONLY HELD MISCONCEPTIONS ARE LISTED AND DISCUSSED. THEY ARE (1) THAT INDIANS ARE NOT ALL ALIKE; (2) THAT NOT ALL INDIANS LIVE ON RESERVATIONS; (3) THAT INDIANS ARE DIFFERENT FROM OTHER ETHNIC MINORITIES; (4) THAT THE INDIAN IS CAUGHT IN A CULTURAL CRISIS; (5) THAT THERE IS NO SUCH THING AS INDIAN EDUCATION; AND (6) THAT THERE ARE INDIAN CULTURAL SIMILARITIES. "REAL INDIAN EDUCATION" AND "VARIATIONS ON THE THEME OF RESPONSIBILITY" ARE ADDITIONAL TOPICS OF DISCUSSION. IT IS CONCLUDED THAT ANY ATTEMPT AT INCREASING THE SERVICES OF HEW TO THE NATIVE AMERICAN MUST BE FEDERAL, CONSISTENT IN EVERY STATE, ADEQUATELY FUNDED, AND INDIAN CONCEIVED AND CONTROLLED. ALSO, IT IS IMPERATIVE THAT THIS DESIGN ALLOW AN INDIAN CHILD TO REMAIN INDIAN AND STILL BE BICULTURALLY EDUCATED FOR THE ECONOMIC AND SOCIAL EXISTENCE THAT HE DETERMINES. BOTH RESERVATION AND NON-RESERVATION INDIANS MUST BE ACCOMMODATED BY THIS DESIGN. (HBC)

ACCESSION NUMBER: ED073898

PUBLICATION DATE: 29 APR 73

TITLE: HOW DOES A NATIVE AMERICAN DEAL WITH SOCIETY?

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *COMMUNITY EDUCATION; COMMUNITY INVOLVEMENT; CONFERENCES; *CULTURAL EDUCATION; CURRICULUM; *EDUCATIONAL EXPERIENCE; EDUCATIONAL PRINCIPLES; POLITICAL SOCIALIZATION; RESERVATIONS (INDIAN); *SOCIAL VALUES; SOCIOCULTURAL PATTERNS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.; PAPER PRESENTED AT THE NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973)

AMERICAN INDIAN EDUCATION HAS BEEN BUILT UPON THE PREMISE THAT THE INDIAN HAD A GREAT DEAL TO LEARN FROM THE WHITE MAN AND THAT THE WHITE MAN REPRESENTED THE HIGHEST LEVEL OF ACHIEVEMENT THAT MANKIND HAD REACHED IN THE EVOLUTIONARY PROCESS. EDUCATION IS SUPPOSED TO TEACH THE INDIAN RESPECT FOR LAW AND ORDER WHILE HE WATCHES THE LAW BEING VIOLATED BEFORE HIS EYES. THE INDIAN IS TAUGHT TO REVERE KNOWLEDGE WHILE HE WATCHES INCOMPETENTS ACHIEVE THE MOST STARTLING SUCCESS. HE IS TAUGHT TO EXPECT AN EQUAL OPPORTUNITY WHILE HE KNOWS THAT HE WILL BE DENIED THAT OPPORTUNITY BECAUSE OF HIS RACE. IF INDIAN EDUCATION IS TO SUCCEED IN THE TRIBAL SETTING, THE COMMUNITIES MUST BECOME, AS THEY WERE IN THE PAST, THE PRODUCERS OF EDUCATION. THE WAY TO INITIATE THIS CHANGE IS TO WORK ON THE CONTENT OF EDUCATION AND NOT ON THE TECHNIQUES AND PROCEDURES OF EDUCATION. THE STUDY OF TRIBAL CUSTOMS MUST BE INITIATED, AND THEY MUST BE TAUGHT IN SCHOOL ON AN EQUAL BASIS WITH OTHER ACADEMIC SUBJECTS. INDIANS MUST HAVE BASIC COURSES IN READING, WRITING, AND ARITHMETIC TO SERVE AS TOOLS FOR THE REAL EDUCATIONAL EXPERIENCE OF LEARNING THE TRADITIONS, CUSTOMS, AND BELIEFS OF THE TRIBAL COMMUNITY. THAT COMMUNITIES PRODUCE EDUCATIONAL EXPERIENCES, EDUCATIONAL TRAINING DOES NOT PRODUCE COMMUNITIES IS A BASIC THESIS TO WHICH THE COMMUNITY COLLEGES ARE MAKING A SIGNIFICANT CONTRIBUTION BY PROVIDING CENTERS FOR AN ONGOING CULTURAL LIFE. (FF)

ACCESSION NUMBER: ED073899

PUBLICATION DATE: 29 APR 73

TITLE: VALUE CONFLICTS AS A CAUSE FOR DROP OUTS.

PERSONAL AUTHOR: MCDONALD, ARTHUR

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL DIFFERENCES; *DROPOUTS; ECONOMIC FACTORS; EDUCATION; *HIGHER EDUCATION; RACISM; RESERVATIONS (INDIAN); ROLE PERCEPTION; RURAL URBAN DIFFERENCES; TRIBES; *VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.; PAPER PRESENTED AT THE NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973)

THE BASIC CAUSES FOR THE HIGH RATE AT WHICH AMERICAN INDIANS DROP OUT OF COLLEGE WERE LISTED AND DISCUSSED IN THIS PAPER. INFORMATION GATHERED FROM INTERVIEWS WITH INDIAN STUDENTS WAS PRESENTED ALONG WITH THE AUTHOR'S PERSONAL INTERPRETATIONS. THE STATED CAUSES OF THE HIGH DROP-OUT RATE WERE EDUCATION, FINANCES, RACISM, ROLE MODELS, AND CULTURAL DIFFERENCES. THE INADEQUACIES OF EDUCATION IN RESERVATION AND NEAR-RESERVATION SCHOOLS WERE MENTIONED AS MAJOR STUMBLING BLOCKS TO SUCCESSFUL HIGHER EDUCATION FOR MANY INDIAN STUDENTS. IT WAS NOTED THAT THE DIFFERENCES IN VALUES OF THE RESERVATION INDIAN, IN TERMS OF OVERALL OBJECTIVES AS WELL AS DAILY LIFE STYLES, CREATED IN THE INDIAN STUDENT CONFLICTS THAT CONTRIBUTED TO THE DROP-OUT PROBLEM. IT WAS THE AUTHOR'S STATED OPINION THAT THE DROP-OUT PROBLEM WILL CONTINUE UNTIL INSTITUTIONS CAN LEARN TO BE ACCEPTING OF OTHER VALUES AND CAN LEARN THAT THERE MIGHT BE OTHER MEANINGFUL LIFE OBJECTIVES. (PS)

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ACCESSION NUMBER: ED073900

PUBLICATION DATE: 29 APR 73

TITLE: THEORETICAL CONSTRUCT OF THE IDEAL SCHOOL SYSTEM FOR AMERICAN INDIANS... KINDERGARTEN THROUGH LIFE.

PERSONAL AUTHOR: LOCKE, PATRICIA

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; CURRICULUM DEVELOPMENT; *EDUCATIONAL CHANGE; EDUCATIONAL DEVELOPMENT; HIGHER EDUCATION; *MODELS; PRIMARY EDUCATION; *SCHOOL SYSTEMS; SECONDARY EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 30P.; PAPER PRESENTED AT THE NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973)

HYPOTHETICAL EDUCATIONAL MODELS FOR AMERICAN INDIANS THAT WOULD UTILIZE EDUCATION AS A SOCIAL INSTRUMENT TO REINFORCE TRIBAL VALUE SYSTEMS ARE PROPOSED. MODELS OF PROGRAMS FOR PRESCHOOL THROUGH HIGHER EDUCATION ARE DISCUSSED IN TERMS OF ADMINISTRATION AND FACULTY, CURRICULA, AND METHODOLOGY. TRIBAL VALUES ARE ADVOCATED THROUGHOUT THE PAPER, AND TO CARRY OUT THESE VALUES IT IS SUGGESTED THAT SCHOOL ADMINISTRATORS, SUPPORTIVE STAFF, TEACHERS, AND TEACHER AIDES SHOULD BE TRIBAL MEMBERS. COURSE CONTENT IN THE IDEAL INDIAN PRIMARY AND ELEMENTARY SCHOOL WOULD COVER TRIBAL HISTORY AND SOCIAL STUDIES AND THE ARTS, PHILOSOPHY, AND RELIGION OF THE TRIBE--AS WELL AS MULTICULTURAL CURRICULA FROM THE 4TH GRADE ON. AT THE SECONDARY LEVEL, CLASSES WOULD BE OPEN, STUDENTS WOULD PARTICIPATE IN THE TRIBE'S "SCHOOL ON WHEELS," AND THE CURRICULA WOULD OFFER COURSES IN BOTH INDIAN AND WHITE STUDIES. THE HIGHER EDUCATION SYSTEM FOR INDIANS WOULD INCLUDE AT LEAST ONE NATIONAL INDIAN UNIVERSITY WITH APPROPRIATE GRADUATE SCHOOLS, INSTITUTES, AND CENTERS AND TEACHER TRAINING AND VOCATIONAL PROGRAMS AT 9 NON-INDIAN UNIVERSITIES AND AT INDIAN COMMUNITY COLLEGES. A CHART OF SIMPLE CAUSES AND EFFECTS OF NON-INDIAN EDUCATIONAL AND INSTITUTIONAL SYSTEMS LISTS 8 OUTCOMES AT PROGRESSIVE LEVELS IN THE EDUCATIONAL SYSTEM. (FF)

ACCESSION NUMBER: ED073901

PUBLICATION DATE: APR 73

TITLE: A STUDY OF EFFECTIVENESS OF EXISTING NATIVE AMERICAN STUDIES PROGRAMS IN SELECTED UNIVERSITIES AND COLLEGES.

PERSONAL AUTHOR: LEITKA, EUGENE

DESCRIPTOR: *AMERICAN INDIANS; COMPARATIVE ANALYSIS; DOCTORAL THESES; *DROPOUT RESEARCH; EDUCATIONAL PROGRAMS; *EDUCATIONAL RESEARCH; *ETHNIC STUDIES; *HIGHER EDUCATION; INSTITUTIONAL ROLE; PROGRAM EFFECTIVENESS; QUESTIONNAIRES; RESERVATIONS (INDIAN)

IDENTIFIER: *NATIVE AMERICAN STUDIES PROGRAMS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 97P.; DOCTOR'S DISSERTATION, NEW MEXICO STATE UNIVERSITY

THE EFFECTIVENESS OF NATIVE AMERICAN STUDIES PROGRAMS IN UNIVERSITIES AND COLLEGES THROUGHOUT THE UNITED STATES AND CANADA WAS STUDIED. THE MAIN THRUST OF THE HYPOTHESIS WAS THAT A COMPARATIVE STUDY BE MADE OF THE VARIED COMPONENTS OF EACH NATIVE STUDIES PROGRAM AND THE RELATIONSHIP TO ITS HOLDING POWER OF INDIAN STUDENTS AS COMPARED TO INSTITUTIONS THAT HAD NO SUCH PROGRAM. THE METHOD OF GATHERING DATA WAS BY QUESTIONNAIRES, COUPLED WITH SITE VISITS. OF THE QUESTIONNAIRES SENT TO 100 SELECTED INSTITUTIONS, 59% RESPONDED TO THE SURVEY--30 WITH NATIVE STUDIES PROGRAMS AND 29 WITHOUT. IN APPENDIX A IS A LIST OF THE SELECTED INSTITUTIONS FOR THE STUDY AND THE INSTRUMENT THAT WAS UTILIZED. EMPHASIS WAS PLACED ON THE COMPARATIVE DROPOUT RATE OF INDIANS AMONG THOSE INSTITUTIONS WITH NATIVE STUDY PROGRAMS VERSUS THOSE WITHOUT. OTHER FACTORS EXAMINED WERE AVAILABILITY OF SPECIAL COUNSELING, NUMBER OF INDIAN STAFF AND FACULTY DIRECTLY RELATED TO INDIAN PROGRAMS, FINANCIAL SUPPORT FOR INDIAN PROGRAMS, AND INDIAN-RELATED COURSES AND MATERIALS BEING UTILIZED IN THE PROGRAMS. FINDINGS INDICATED THAT INSTITUTIONS WITH INDIAN PROGRAMS HAVE A SIGNIFICANTLY LOWER DROPOUT RATE WHILE AN INCREASE WAS SHOWN IN THE ENROLLMENT OF INDIAN STUDENTS AS COMPARED TO THOSE INSTITUTIONS WITHOUT PROGRAMS SPECIFICALLY DESIGNED FOR AMERICAN INDIANS. (AUTHOR/FF)

ACCESSION NUMBER: ED073969

PUBLICATION DATE: 69

TITLE: FAMILIES AROUND THE WORLD. THE ALGONQUIN FAMILY OF NEW ENGLAND. TEACHER'S RESOURCE UNIT.

DESCRIPTOR: ACTIVITY UNITS; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; CONCEPT TEACHING; *CROSS CULTURAL STUDIES; CURRICULUM GUIDES; ELEMENTARY GRADES; ETHNIC GROUPS; *FAMILY (SOCIOLOGICAL UNIT); FAMILY ROLE; GRADE 1; HUMAN GEOGRAPHY; HUMAN RELATIONS UNITS; INQUIRY TRAINING; INTERNATIONAL EDUCATION; RESOURCE UNITS; *SOCIAL STUDIES UNITS; SOCIAL SYSTEMS; SOCIOCULTURAL PATTERNS

IDENTIFIER: ALGONQUINS; *PROJECT SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 71P.

THIS RESOURCE UNIT FOR GRADE 1, THE SECOND UNIT ON THE THEME FAMILIES AROUND THE WORLD, IS CONCERNED SPECIFICALLY WITH THE ALGONQUIN TRIBES OF THE SOUTHERN NEW ENGLAND AREA. OBJECTIVES ARE FOR THE STUDENTS TO CROSS-CULTURALLY EXAMINE THE CONCEPT OF CULTURE, NOTING THAT IT IS A LEARNED BEHAVIOR, AND TO RECOGNIZE THE DIVERSITY IN CULTURES AND THE CONTRIBUTIONS MADE TO ALL BY CULTURAL PLURALISM. STUDENTS WILL ALSO EXAMINE THE SOCIAL ORGANIZATION, SOCIAL PROCESS, AND THE LOCATIONAL SITES OF THE ALGONQUINS. INQUIRY TRAINING AND CONCEPT LEARNING ARE EMPHASIZED IN NUMEROUS LEARNING ACTIVITIES. THE FIRST PART OF THE GUIDE PROVIDES BACKGROUND INFORMATION ON TRIBAL VILLAGE LIFE, MAJOR JOBS OF MEN AND WOMEN, ENVIRONMENT, CLOTHING, FARMING, FOOD, HUNTING, TRAPPING, FISHING, RELIGION, AND SOCIAL STRUCTURE. THE MAJORITY OF THE DOCUMENT DESCRIBES TEACHING STRATEGIES FOR 58 DEVELOPMENTAL ACTIVITIES IN A FORMAT DESIGNED TO HELP TEACHERS SEE THE RELATIONSHIPS AMONG OBJECTIVES, CONTENT TEACHING PROCEDURES, AND MATERIALS OF INSTRUCTION. AUDIOVISUAL AIDS AND PRINTED MATERIALS TO BE USED ARE LISTED WITH EACH ACTIVITY AND A GENERAL LIST OF EDUCATIONAL MEDIA IS GIVEN. APPENDICES INCLUDE MANY PUPIL MATERIALS FOR THIS UNIT. RELATED DOCUMENTS ARE ED 051 032, ED 051 033, SO 005 394, AND SO 005 396. (SJM)

ACCESSION NUMBER: ED074005

PUBLICATION DATE: FEB 67

TITLE: BIBLIOGRAPHY OF RESOURCES ON THE AMERICAN INDIAN FOR STUDENTS AND TEACHERS IN THE ELEMENTARY SCHOOL.

PERSONAL AUTHOR: DAVIS, DIXIE M., COMP.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ANTHROPOLOGY; ART; BIOGRAPHIES; ELEMENTARY GRADES; ETHNOLOGY; LEGENDS; MUSIC; MYTHOLOGY; *SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

THE AMERICAN INDIAN IS THE SUBJECT OF THIS BIBLIOGRAPHY AND SUPPLEMENT. RECOGNIZING THE NEED FOR MORE SKILLFUL TEACHING ABOUT THE AMERICAN INDIAN, THE COMPILER OF THIS BIBLIOGRAPHY USED THE FOLLOWING CRITERIA FOR LISTING RESOURCES: 1) USEFULNESS TO THE CLASSROOM TEACHER, EITHER AS BACKGROUND MATERIAL FOR HIMSELF OR AS POSSIBLE LEARNING TOOLS FOR CHILDREN; 2) AVOIDANCE OF STEREOTYPES AND DEROGATORY IMAGES; 3) REASONABLE ACCURACY. CITATIONS ARE INCLUDED ON INDIANS OF THE CONTINENTAL UNITED STATES, CENTRAL AND SOUTH AMERICA, AND ALASKA AND CANADA; SPECIFIC TOPICS INCLUDE: BIOGRAPHY, MYTHS AND LEGENDS, POETRY, LANGUAGES, ARTS, CRAFTS, CRAFT SOURCES, MUSIC, FICTION, TEACHING AIDS, RELIGION, FOODS, ILLUSTRATORS OF INDIANS, MUSEUMS, PERIODICALS. EACH OF THE RESOURCES IS CODED TO SHOW THE LEVEL FOR WHICH IT IS MOST APPROPRIATE--PRIMARY, INTERMEDIATE, ADULT, OR ELEMENTARY SCHOOL. ADDITIONAL MATERIAL WILL BE REVIEWED FROM TIME TO TIME AND SUPPLEMENTARY LISTS WILL BE ISSUED. (AUTHOR)

ACCESSION NUMBER: ED074006

PUBLICATION DATE: 72

TITLE: (INDIAN POETRY.)

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; INSTRUCTIONAL MATERIALS; *POETRY; *SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 32P.

ANOTHER IN A SERIES OF TASK FORCE ON ETHNIC STUDIES UNITS. THIS DOCUMENT CONTAINS OVER 60 POEMS OF THE AMERICAN INDIAN. OTHER UNITS IN THIS SERIES ARE SO 005 534 THROUGH SO 005 551. (OPH)

ACCESSION NUMBER: ED074007

PUBLICATION DATE: 70

TITLE: THE FIRST AMERICANS--YESTERDAY AND TODAY.

PERSONAL AUTHOR: OOLE, SUE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL EDUCATION; ETHNOLOGY; READING MATERIALS; *SOCIAL STUDIES UNITS; TEACHING GUIDES; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 54P.; REPORT OF A SPECIAL TASK FORCE ON MINORITY CULTURES.

THIS UNIT IS DESIGNED WITH A BASIC GOAL OF INSTILLING BETTER UNDERSTANDING OF, AND EMPATHY FOR, THE AMERICAN INDIAN. THE FIRST SECTION OUTLINES UNDERSTANDINGS AND ATTITUDES ALONG WITH SUGGESTIONS FOR CORRESPONDING ACTIVITIES AND RESOURCES. THIS IS FOLLOWED BY A RESOURCE MANUAL THAT INCLUDES THE FOLLOWING STUDENT READINGS: (1) MIGRATION AND DIVISION OF THE SIOUX; (2) THE BEGINNINGS OF THE SIOUX; (3) LAND OF THE DACOTAHS; (4) THESE WERE THE SIOUX; (5) THE ENDING WENT ON AND ON; (6) ATTITUDES AND VALUES OF AMERICAN INDIANS; (7) BACKGROUND OF SIOUX--U.S. GOVERNMENT CONFLICT IN 1800'S; (8) THE INDIAN HAS A PROBLEM--THE WHITE MAN; (9) CULTURAL CLEAVAGE BETWEEN THE TETON SIOUX AND WESTERN CIVILIZATION; AND, (10) THE PLIGHT OF THE AMERICAN INDIAN. A BRIEF GLOSSARY IS INCLUDED AS WELL AS SEVERAL PAGES OF STUDY QUESTIONS. OTHER DOCUMENTS IN THIS SERIES ARE SO 005 534 THROUGH SO 005 551. (OPH)

ACCESSION NUMBER: ED074105

PUBLICATION DATE: FEB 73

TITLE: DEFENSIVENESS AS A COVARIATE IN THE ASSESSMENT OF SELF-CONCEPT CHANGE.

PERSONAL AUTHOR: ARNEKLEV, BRUCE L.

DESCRIPTOR: *AMERICAN INDIANS; POST TESTING; PRETESTING; *PSYCHOLOGICAL CHARACTERISTICS; SELF CONCEPT; *SELF CONCEPT TESTS; TECHNICAL REPORTS

IDENTIFIER: *TENNESSEE SELF CONCEPT SCALE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 2P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, FEBRUARY 1973

A STUDY WAS CONDUCTED TO DETERMINE: (1) THE EXTENT TO WHICH CHANGES OF SELF-REPORT SCORES (BETWEEN PRETEST AND POST-TEST) ON A MEASURE OF DEFENSIVENESS WERE RELATED TO CHANGES OF SELF-REPORT SCORES (BETWEEN PRETEST AND POST-TEST) ON A MEASURE OF SELF-CONCEPT; AND (2) IF CHANGES OF SELF-REPORT SCORES ON A MEASURE OF DEFENSIVENESS AS COVARIATES WOULD SIGNIFICANTLY ADJUST CHANGES OF SELF-REPORT SCORES ON A MEASURE OF SELF-CONCEPT. THE TENNESSEE SELF-CONCEPT SCALE WAS USED; THE (OPENNESS TO) "SELF-CRITICISM SCALE WAS USED AS THE MEASURE OF DEFENSIVENESS, AND THE "TOTAL POSITIVE" SCORE WAS USED AS THE MEASURE OF SELF-CONCEPT. DATA WERE DRAWN FROM TREATMENT AND CONTROL GROUPS OF NAVAJO BOARDING SCHOOL ADOLESCENTS (THE TREATMENT GROUP PARTICIPATED IN AN INDIVIDUALIZED PHYSICAL EDUCATION PROGRAM). CHANGES IN SCORES FOR DEFENSIVENESS CORRELATED TO AN EXTENT SIGNIFICANTLY GREATER THAN ZERO WITH CHANGES IN SELF-CONCEPT SCORES IN BOTH GROUPS. ANALYSIS OF VARIANCE REVEALED THAT: (1) SCORES FROM THE TREATMENT GROUP CHANGED SIGNIFICANTLY MORE IN THE DEFENSIVE DIRECTION THAN IN THE CONTROL GROUP; AND (2) THE MEAN SCORE CHANGE FOR SELF-CONCEPT IN THE TREATMENT GROUP WAS NOT SIGNIFICANTLY DIFFERENT FROM THE MEAN CHANGE IN THE CONTROL GROUP. THE EXTENT OF INCREASE IN DEFENSIVENESS SCORES TENDED TO CANCEL OUT THE CHANGE IN SELF-CONCEPT SCORES. (KM)

ACCESSION NUMBER: ED074174

PUBLICATION DATE: 70

TITLE: THE ALIENS: A HISTORY OF ETHNIC MINORITIES IN AMERICA.

PERSONAL AUTHOR: DINNERSTEIN, LEONARD, ED.; JABER, FREDERICK COPLE, ED.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; CHINESE AMERICANS; CULTURE CONFLICT; *ETHNIC GROUPS; ETHNIC RELATIONS; ETHNIC STUDIES; *IMMIGRANTS; JAPANESE AMERICANS; JEWS; *NEGRO HISTORY; POLISH AMERICANS; SOCIAL ATTITUDES; SOCIAL DISCRIMINATION; *UNITED STATES HISTORY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 352P.

THIS BOOK IS ORGANIZED IN FOUR PARTS. PART ONE, "THE COLONIAL ERA," INCLUDES THE FOLLOWING ESSAYS: "THE TREATMENT OF THE INDIANS IN PLYMOUTH COLONY," D. BUSHNELL; "THE DYNAMICS OF UNOPPOSED CAPITALISM," S. ELKINS; "BENJAMIN FRANKLIN AND THE PENNSYLVANIA GERMANS," G. WEAVER; AND "FRONTIER SOCIETY," J. LEYBURN. PART TWO, "THE YOUNG REPUBLIC," INCLUDES SUCH ESSAYS AS: "INDIAN REMOVAL AND LAND ALLOTMENT: THE CIVILIZED TRIBES AND JACKSONIAN JUSTICE," M. YOUNG; "THE BLACK WORKER," W. E. B. DU BOIS; "WHEN AMERICA WAS THE LAND OF CANAAN," (AN ESSAY CONCERNING SCANDINAVIAN IMMIGRANTS) G. STEPHENSON; "THE ATTEMPT TO FOUND A NEW GERMANY IN MISSOURI," J. HAWGOOD; AND, "THE DEVELOPMENT OF GROUP CONSCIOUSNESS," (AN ESSAY CONCERNING IRISH IMMIGRANTS) O. HANDLIN. PART THREE, "THE INDUSTRIAL TRANSFORMATION," INCLUDES SUCH ESSAYS AS: "AN INDIAN'S VIEW OF INDIAN AFFAIRS," J. YOUNG; "THE NEW SLAVERY IN THE SOUTH--AN AUTOBIOGRAPHY," A GEORGIA NEGRO PEON; "QUEBEC TO 'LITTLE CANADA': THE COMING OF THE FRENCH CANADIANS TO NEW ENGLAND IN THE NINETEENTH CENTURY," I. PODEA; "JEWS IN AMERICA," THE EDITORS OF FORTUNE; "THE POLISH-AMERICAN COMMUNITY," W. THOMAS AND F. ZNANIECKI; AND "WHITE COMMUNITY AND 'YELLOW PERIL,'" F. MATTHEWS. PART FOUR, "ETHNIC MINORITIES IN CONTEMPORARY AMERICA," INCLUDES FIVE ESSAYS. A CODA TO THIS VOLUME IS THE ESSAY: "AMERICAN NEGRO AND IMMIGRANT EXPERIENCE: SIMILARITIES AND DIFFERENCES," J. APPEL. (JM)

AVAILABILITY: MEREDITH CORP., 440 PARK AVENUE SOUTH, NEW YORK, N.Y. 10016 ($4.45)

ACCESSION NUMBER: ED074177

PUBLICATION DATE: 71

TITLE: TEACHING MULTI-CULTURAL POPULATIONS: FIVE HERITAGES.

PERSONAL AUTHOR: STONE, JAMES C., ED.; DENEVI, DONALD P., ED.

DESCRIPTOR: AMERICAN INDIANS; CHINESE AMERICANS; CULTURAL FACTORS; *CULTURAL PLURALISM; EDUCATIONAL NEEDS; *EDUCATIONAL PROBLEMS; *ETHNIC GROUPS; *ETHNIC STUDIES; INTERGROUP RELATIONS; JAPANESE AMERICANS; MEXICAN AMERICANS; NEGRO EDUCATION; PUERTO RICANS; STUDENT TEACHER RELATIONSHIP; TEACHER EDUCATION

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 497P.

THIS BOOK IS AN ATTEMPT TO HELP FILL THE TREMENDOUS GAP THAT PRESENTLY EXISTS BETWEEN TEACHERS' WILL TO BECOME MORE SKILLFUL WITH MULTICULTURAL STUDENT POPULATIONS AND THE AS-YET SHORT SUPPLY OF THE QUALITY MATERIALS THEY URGENTLY NEED IN ORDER TO DO SO. ITS ORGANIZING PRINCIPLE IS THAT, INASMUCH AS AMERICA IS AN IMMENSE LIVING LABORATORY FOR INTERACTION AMONG DIVERSE PEOPLES, IT OUGHT TO BE POSSIBLE TO ASSEMBLE A BOOK THAT MIRRORS THIS PLURALITY--IN A WAY THAT WILL SENSITIZE PRESENT AND FUTURE TEACHERS TO THE NEEDS AND THE OPPORTUNITIES CREATED BY CULTURAL PLURALISM IN THE CLASSROOM. ESSAYS HAVE BEEN SELECTED WHICH PROVIDE INFORMATION, REALISM, AND INSIGHT. THEY ARE ARRANGED UNDER FIVE HEADINGS CORRESPONDING TO AMERICA'S LEADING ETHNIC MINORITIES: BLACK, PUERTO RICAN, MEXICAN-AMERICAN, AMERICAN INDIAN, AND ASIAN-AMERICAN. IT HAS BEEN ESPECIALLY SOUGHT TO PRESENT MATERIAL WHICH IS PRAGMATICALLY BASED RATHER THAN PURELY DESCRIPTIVE. IN GENERAL, EACH CULTURAL HERITAGE IS EXPLORED ACCORDING TO A SCHEME BEGINNING WITH A BROAD CULTURAL-HISTORICAL VIEW OF THE GROUP; THEN NARROWING TO A MORE CONTEMPORARY SOCIAL AND FAMILIAL FOCUS; AND, FINALLY MOVING WITH THE CHILD OF THIS GENERATION INTO THE EDUCATIONAL CONTEXT OF PRESENTDAY AMERICAN SCHOOLS. AN EXTENSIVE APPENDIX OF FURTHER RESOURCES IS INCLUDED AT THE END OF THE VOLUME. (AUTHOR/JM)

AVAILABILITY: VAN NOSTRAND REINHOLD CO., 450 W. 33 ST., NEW YORK, N.Y. 10001 ($4.95)

ACCESSION NUMBER: ED074789

PUBLICATION DATE: DEC 72

TITLE: USING SATELLITES TO IMPROVE EFFICIENCY IN DELIVERY OF EDUCATIONAL SERVICES.

PERSONAL AUTHOR: JAMISON, DEAN; BALL, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION SATELLITES; *COMPUTER ASSISTED INSTRUCTION; COMPUTERS; EDUCATIONAL CHANGE; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL RESEARCH; EDUCATIONAL TECHNOLOGY; PRODUCTIVITY; TECHNOLOGICAL ADVANCEMENT; TELECOMMUNICATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS ANNUAL CONVENTION (HOUSTON, TEXAS, DECEMBER 4-6, 1972)

A DESCRIPTION IS PROVIDED OF A DEMONSTRATION USE OF THE ATS-3 SATELLITE TO PROVIDE COMPUTER-ASSISTED INSTRUCTION TO STUDENTS AT AN INDIAN PUEBLO IN NEW MEXICO FROM THE COMPUTER CENTER AT STANFORD UNIVERSITY'S INSTITUTE FOR MATHEMATICAL STUDIES IN THE SOCIAL SCIENCES. THE ROLE OF THIS AND OTHER TECHNOLOGIES IN IMPROVING PRODUCTIVITY AND EFFICIENCY IN EDUCATION ARE ALSO DISCUSSED. (AUTHOR/RH)

ACCESSION NUMBER: ED074856

PUBLICATION DATE: 14 JAN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: UKIAH INDIAN, MEXICAN-AMERICAN BILINGUAL-BICULTURAL PROGRAM.

PERSONAL AUTHOR: EHRLICH, ALAN

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; UKIAH

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 35P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE UKIAH INDIAN, MEXICAN-AMERICAN BILINGUAL-BICULTURAL PROGRAM OF UKIAH, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE A DESCRIPTION OF THE OBJECTIVES OF THE INSTRUCTIONAL COMPONENT, A DISCUSSION OF THE METHODS OF SECOND LANGUAGE TEACHING, AND A LIST OF MATERIALS. (SK)

ACCESSION NUMBER: ED075108

PUBLICATION DATE: 72

TITLE: TAXING THOSE THEY FOUND HERE. AN EXAMINATION OF THE TAX EXEMPT STATUS OF THE AMERICAN INDIAN.

PERSONAL AUTHOR: WHITE, JAY VINCENT

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; *COURT LITIGATION; FEDERAL LEGISLATION; FEDERAL STATE RELATIONSHIP; LEGAL RESPONSIBILITY; RESERVATIONS (INDIAN); *TAXES; *TREATIES; TRIBES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 191P.

IN 1971, THE INSTITUTE FOR THE DEVELOPMENT OF AMERICAN INDIAN LAW WAS ORGANIZED TO DEVELOP A PROGRAM WHICH WOULD BEGIN TO SORT OUT THE INCONSISTENCIES AND CONTRADICTORY DOCTRINES BLOCKING ANY FINAL SETTLEMENT OF THE RIGHTS OF AMERICAN INDIANS. THE FIELD OF TAXATION IS ONE IN WHICH CONFLICTS HAVE CONTINUALLY ARISEN. THIS TEXT IS INTENDED TO GIVE TRIBAL COUNCILS, INDIVIDUALS, TRIBAL LAWYERS, AND ADMINISTRATORS WORKING WITH INDIAN PEOPLE A SOURCE DOCUMENT TO AID THEM IN UNDERSTANDING THE COMPLEXITY OF THE SUBJECT MATTER. THE SUBJECT OF INDIAN TAXATION INVOLVES TRIBAL SELF-GOVERNMENT, TREATY RIGHTS, CONGRESSIONAL POWERS OVER INDIVIDUAL INDIANS AND TRIBES, AND THE RELATIONSHIP OF TRIBAL GOVERNMENTS TO STATE GOVERNMENTS AND AGENCIES. THE TEXT OUTLINES THE PROBLEMS WHICH ARE ENCOUNTERED IN THE FOLLOWING TOPIC AREAS: TREATIES, STATUTES AND "ATTRIBUTES OF SOVEREIGNTY"; TAX EXEMPT INDIANS AND THE COURTS; TAX EXEMPT STATUS OF INDIANS IN WASHINGTON STATE; AND WASHINGTON AND PUBLIC LAW 280: THE TONASKET CASE. THE TEXT EXAMINES THE CURRENT STATE OF INDIAN RIGHTS AND EXPLAINS TO INDIAN PEOPLE THE BASIS OF THEIR CLAIMS TO CERTAIN LEGAL RIGHTS. THE BOOK IS DESIGNED TO GIVE A HISTORICAL OVERVIEW TO THE THEORIES OF TAXATION WHICH AFFECT INDIAN INCOME DERIVED FROM TRUST LANDS COVERING THE MAJOR CASES IN THE FEDERAL COURT SYSTEM WHICH HAVE TRIED TO DEFINE THE TAX STATUS OF INDIAN PEOPLE AS REGARDS THEIR PROPERTY. IN ADDITION, THE BOOK COVERS THE MAJOR DEVELOPMENTS IN THE FIELD OF STATE TAXATION OF INDIAN PEOPLE. IN THE APPENDIXES, THE FULL TEXTS OF 6 REPORTED COURT DECISIONS ARE REPRINTED. (FF)

AVAILABILITY: INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW, SUITE 612, 927-15TH STREET, N.W., WASHINGTON, D.C. 20005 ($6.00 PLUS POSTAGE)

ACCESSION NUMBER: ED075116

PUBLICATION DATE: DEC 71

TITLE: INDIVIDUALIZATION OF INSTRUCTION: THE AMERICAN INDIAN STUDENT. EDUCATION MONOGRAPH NO. 7.

PERSONAL AUTHOR: HIELMSETH, DON E.; BERG, LYLE L.

DESCRIPTORS: *AMERICAN INDIANS; *CULTURAL DIFFERENCES; *CURRICULUM DESIGN; *EDUCATIONAL NEEDS; EDUCATIONAL RESOURCES; *INDIVIDUALIZED INSTRUCTION; PARENT PARTICIPATION; RESOURCE CENTERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 25P.

THE MONOGRAPH PROVIDES A BRIEF FRAMEWORK FOR EXPLORING INDIVIDUAL DIFFERENCES OF THE AMERICAN INDIAN STUDENT. THE INDIVIDUALIZED PROGRAM OF TEACHING AND LEARNING IS DESIGNED TO ACCOUNT FOR INDIVIDUAL DIFFERENCES IN THE BROADEST TERMS. EMPHASIS IS PLACED ON THE IDEA THAT EDUCATORS MUST ADDRESS THEMSELVES TO THE KNOTTY PROBLEM OF CHANGING THE EDUCATIONAL SEQUENCE FOR CHILDREN INTO ONE OF CONSTANT CHALLENGE WITH EACH DAY A SUCCESSFUL DAY AND WITHOUT A DAILY FRUSTRATION LEVEL WHICH TENDS TO DESTROY INITIATIVE AND THE DESIRE TO ACHIEVE. THE AUTHORS BELIEVE A SUCCESSFUL INDIVIDUALIZED PROGRAM CAN BE DEVELOPED THROUGH THE COOPERATIVE EFFORT OF ALL THOSE WHO DESIRE TO IMPROVE INDIAN EDUCATION. THE INDIVIDUAL CHILD MUST BE GIVEN THE OPPORTUNITY TO DEVELOP THE SKILLS AND CONCEPTS NECESSARY TO LIVE IN A BICULTURAL SOCIETY. TEACHERS MUST BE SENSITIVE TO AND COGNIZANT OF WAYS TO PROVIDE OPPORTUNITIES FOR THE INDIAN CHILD TO IDENTIFY WITH AND FEEL A PRIDE IN HIS HERITAGE. FOUR AREAS OF CONSIDERATION IN DESIGNING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM ARE DISCUSSED: (1) THE SITUATION--EDUCATION FOR THE INDIAN CHILD HAS FAILED BECAUSE HIS CULTURAL IDENTITY HAS BEEN IGNORED; (2) THE INDIVIDUAL--THE TEACHER MUST UNDERSTAND THE SETTING OUT OF WHICH THE CHILD APPEARS EACH DAY; (3) THE INVOLVEMENT IN CURRICULUM DEVELOPMENT BY PARENTS, TRIBAL LEADERS, EDUCATORS, AND CURRICULUM DESIGNERS; AND (4) THE PROGRAM--TECHNIQUES FOR TEACHING. (FF)

ACCESSION NUMBER: ED075121

PUBLICATION DATE: MAR 73

TITLE: AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3.

DESCRIPTOR: *ABSTRACTS; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; DOCTORAL THESES; *DOCUMENTATION; *EDUCATIONAL RESOURCES; ESKIMOS; INDEXING; MASTERS THESES; NONRESERVATION AMERICAN INDIANS; RESEARCH; RESERVATIONS (INDIAN); RESOURCE MATERIALS; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 442P.

DOCUMENTS ON AMERICAN INDIAN EDUCATION ARE CITED IN THIS BIBLIOGRAPHY, WHICH IS A SUPPLEMENT TO 3 EARLIER BIBLIOGRAPHIES (ED 031 352, ED 048 961, AND ED 058 980). THE BIBLIOGRAPHY CONTAINS ABSTRACTS OF APPROXIMATELY 337 DOCUMENTS CITED IN "RESEARCH IN EDUCATION" (RIE) FROM JULY 1971 THROUGH SEPTEMBER 1972 AND APPROXIMATELY 72 CITATIONS (SOME ANNOTATED) FROM "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE) FROM JULY 1971 THROUGH SEPTEMBER 1972. CITATIONS ARE INDEXED BY SUBJECT TERMS. THE ENTRIES COVER A WIDE VARIETY OF EDUCATIONAL RESOURCE MATERIALS, SUCH AS RESEARCH AND PROGRAM REPORTS, TEACHER GUIDES, BOOKS, AND ARTICLES, THAT EXAMINE EDUCATIONAL DEVELOPMENT RELATIVE TO INDIANS. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402

ACCESSION NUMBER: ED075123

PUBLICATION DATE: 30 MAR 73

TITLE: OSCEOLA. THE STORY OF AN AMERICAN INDIAN.

PERSONAL AUTHOR: JOHNSON, ROBERT PROCTOR

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *BIOGRAPHIES; *CHILDRENS BOOKS; EARLY READING; GRADE 5; GRADE 6; GRADE 7; GRADE 8; GRADE 9; RESERVATIONS (INDIAN); TRIBES; WAR

IDENTIFIER: *OSCEOLA; SEMINOLES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 90P.

OSCEOLA WAS THE GUIDING SPIRIT AND MOVING FORCE BEHIND THE SECOND SEMINOLE WAR. IN 1830, WHEN IT BECAME THE OFFICIAL POLICY OF THE UNITED STATES GOVERNMENT TO MOVE ALL THE EASTERN INDIANS TO A NEW INDIAN TERRITORY WEST OF THE MISSISSIPPI RIVER, THE SEMINOLES RESISTED. UNDER OSCEOLA'S LEADERSHIP, A THOUSAND SEMINOLE WARRIORS HELD OFF THE ENTIRE AMERICAN ARMY, AS WELL AS THOUSANDS OF VOLUNTEERS AND STATE MILITIA. DURING THIS STRUGGLE, OSCEOLA PROVED TO BE THE MILITARY GENIUS OF HIS DAY. OSCEOLA'S STORY IS ALSO A STORY OF THE SEMINOLES: HOW THEY VIEWED THE ENCROACHMENT OF WHITE SOLDIERS AND SETTLERS; AND WHY THEY FINALLY DECIDED TO RESIST, AGAINST OVERWHELMING ODDS, REMOVAL FROM THEIR FLORIDA HOMELAND. IT IS A STORY OF THE COURAGE AND DETERMINATION OF A PEOPLE WHO WERE WILLING TO FIGHT TO KEEP THEIR FREEDOM AND HUMAN DIGNITY. THE BOOK IS WRITTEN FOR YOUNG READERS (GRADES 5-9). (AUTHOR/FF)

AVAILABILITY: DILLON PRESS, INC., 106 WASHINGTON AVE. NO., MINNEAPOLIS, MINN. 55401 ($3.95)

ACCESSION NUMBER: ED075125

PUBLICATION DATE: 73

TITLE: ASSESSING KNOWLEDGE OF CULTURES.

PERSONAL AUTHOR: NORRIS, ROBERT

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE STUDENTS; *CULTURAL AWARENESS; *DECISION MAKING; ECONOMICS; EDUCATION; FAMILY LIFE; OCCUPATIONS; POLITICAL ATTITUDES; RELIGION; *TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.: PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW ORLEANS, LOUISIANA, FEBRUARY 26-MARCH 1, 1973)

THE PROCEDURES USED IN A STUDY TO DETERMINE HOW WELL A GROUP OF AMERICAN INDIAN COLLEGE STUDENTS UNDERSTOOD THEIR TRADITIONAL AND MODERN CULTURES AND A COLLEGE CAUCASIAN CULTURE WERE EXPLAINED IN THIS PAPER. THE SAMPLE CONSISTED OF 111 INDIAN STUDENTS ENROLLED IN THE UNIVERSITY OF NEW MEXICO. THE STUDENTS WERE TESTED IN THE AREAS OF KNOWLEDGE OF THE DECISION-MAKING PROCESS IN A TRADITIONAL INDIAN CULTURE, KNOWLEDGE OF A MODERN COLLEGE CULTURE, AND KNOWLEDGE OF THE DECISION-MAKING PROCESSES FOR A NATIVE AMERICAN COLLEGE STUDENT AS THEY MIGHT DIFFER FROM THOSE OF THE OLDER, MORE TRADITIONAL INDIAN CULTURE. THE RESULTS WERE THEN COMPARED WITH THE ANSWERS OF EXPERTS IN THE CULTURES. IN ANALYZING THE TEST RESULTS, IT WAS FOUND THAT NO APPRECIABLE DIFFERENCE OCCURRED BECAUSE OF SEX, AMOUNT OF INDIAN BLOOD, TRIBAL AFFILIATION, OR CLASS IN SCHOOL. THE STUDENTS COMPRISED A HOMOGENEOUS GROUP FOR THE REPRESENTATION OF THE VALUES OF THE PRESENT GENERATION CULTURE. WHEN THE STUDENTS WERE ASKED TO RESPOND AS THEY THEMSELVES FELT, THEY INDICATED A HIGH DEGREE OF RELIANCE ON THEIR OWN OPINIONS; BUT WHEN THEY WERE ASKED TO RESPOND AS THOUGH THEY WERE MEMBERS OF A PARTICULAR CULTURE, THEY TENDED TO RELY MORE ON OTHER PEOPLE TO HELP THEM MAKE DECISIONS. (PS)

ACCESSION NUMBER: ED075127

PUBLICATION DATE: NOV 71

TITLE: A STUDY OF THE SOCIOECONOMIC STATUS OF MICHIGAN INDIANS, 1971.

DESCRIPTOR: *DEMOGRAPHY; EDUCATIONAL DISADVANTAGEMENT; HEADS OF HOUSEHOLDS; HEALTH FACILITIES; HOUSING DEFICIENCIES; *NONRESERVATION AMERICAN INDIANS; PARENT ATTITUDES; *RURAL URBAN DIFFERENCES; *SOCIOECONOMIC STATUS; *STATE SURVEYS; TABLES (DATA); UNEMPLOYMENT

IDENTIFIER: *MICHIGAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 103P.

THE PRIMARY OBJECTIVE OF THIS SURVEY WAS TO GATHER BASIC INFORMATION CONCERNING THE SOCIOECONOMIC STATUS AND PROBLEMS OF THE AMERICAN INDIANS IN MICHIGAN. THE MAJOR AREAS SURVEYED WERE EDUCATION, EMPLOYMENT AND INCOME, HOUSING CONDITIONS, HEALTH, AND GENERAL HOUSEHOLD CHARACTERISTICS. THE SURVEY ALSO ATTEMPTED TO PROBE ATTITUDES WHICH ARE INDICATIVE OF THE OPINIONS HELD BY INDIANS TOWARD EMPLOYMENT DISCRIMINATION, EDUCATION, AND OPTIMISM FOR THE FUTURE. BASED ON AN ESTIMATED 5,000 TO 6,000 INDIAN HOUSEHOLDS IN MICHIGAN (USING THE CENSUS DATA REPORTING 17,000 NONRESERVATION INDIANS), APPROXIMATELY 6%-8% OF THE TOTAL POPULATION WERE INTERVIEWED. THE FINDINGS INDICATED (1) THAT 4 OUT OF 10 INDIAN HOUSEHOLDS SURVEYED CLAIMED THAT THEIR TOTAL HOUSEHOLD INCOME WAS BELOW THE $3,000 POVERTY LINE; (2) THAT INDIAN HOUSEHOLD HEADS UNDER 35 WERE MORE LIKELY TO HAVE HIGH SCHOOL DIPLOMAS THAN THOSE 35 AND OVER; (3) THAT WELL OVER 1/2 OF THE RURAL INDIANS SURVEYED RESIDED IN HOMES WHICH WERE EITHER DETERIORATING OR DILAPIDATED; (4) THAT THE INFANT MORTALITY RATE AMONG INDIAN CHILDREN WAS SIGNIFICANTLY HIGHER THAN IT WAS AMONG MICHIGAN'S POPULATION AS A WHOLE; AND (5) THAT BETTER THAN 4 OUT OF 10 RURAL AND 5 OUT OF 10 URBAN RESPONDENTS EXPRESSED A CONVICTION THAT CONDITIONS WOULD IMPROVE OVER THE NEXT FEW YEARS. RECOMMENDATIONS AND DETAILED FINDINGS RELATIVE TO EACH AREA ARE PROVIDED. THE QUESTIONNAIRE UTILIZED IN THIS SURVEY IS INCLUDED IN THE APPENDIX. (HBC)

ACCESSION NUMBER: ED075129

PUBLICATION DATE: 72

TITLE: STATISTICS CONCERNING INDIAN EDUCATION. FISCAL YEAR 1972.

PERSONAL AUTHOR: HILDEBRAND, ALICE S., COMP.

DESCRIPTOR: *AMERICAN INDIANS; AVERAGE DAILY ATTENDANCE; BOARDING SCHOOLS; *EDUCATION; *FEDERAL PROGRAMS; HIGHER EDUCATION; SCHOOL CONSTRUCTION; *STATISTICS; *STUDENT ENROLLMENT; SUMMER PROGRAMS; TRIBES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS; JOHNSON O'MALLEY ACT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.; PUBLISHED BY HASKELL INDIAN JUNIOR COLLEGE, LAWRENCE, KANSAS

STATISTICAL FACTS ON THE EDUCATION OF AMERICAN INDIAN CHILDREN IN 1972 ARE PRESENTED IN THIS BOOKLET. IT IS NOTED THAT MANY OF THE TREATIES BETWEEN THE UNITED STATES AND INDIAN TRIBES PROVIDED FOR THE ESTABLISHMENT OF SCHOOLS FOR INDIAN CHILDREN. THE BUREAU OF INDIAN AFFAIRS HAS DIRECT RESPONSIBILITY FOR THE 57,788 CHILDREN ENROLLED IN FEDERAL SCHOOLS AND HOUSED IN FEDERAL DORMITORIES AND PARTIAL FINANCIAL RESPONSIBILITY FOR APPROXIMATELY TWO-THIRDS OF THOSE ENROLLED IN PUBLIC SCHOOLS. STATISTICAL DATA IS PRESENTED IN TABULAR FORM IN THE AREAS OF ENROLLMENT BY TYPE OF SCHOOL; DORMITORY ENROLLMENT; ENROLLMENT BY GRADE, AREA, DEGREE OF INDIAN BLOOD, AND TRIBE; SCHOOL CONSTRUCTION; ACTIVITIES UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT; SUMMER PROGRAMS; HIGHER EDUCATION PROGRAMS; AND JOHNSON-O'MALLEY ENROLLMENTS. A RELATED DOCUMENT IS ED 067 214. (PS)

ACCESSION NUMBER: ED075130

PUBLICATION DATE: 3 NOV 72

TITLE: "INDIAN EDUCATION IN THE BUREAU OF INDIAN AFFAIRS."

PERSONAL AUTHOR: HAWKINS, JAMES E.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; BOARDING SCHOOLS; CHILD DEVELOPMENT CENTERS; COMMUNITY COLLEGES; *COMMUNITY INVOLVEMENT; CULTURAL AWARENESS; EARLY CHILDHOOD EDUCATION; *EDUCATION; *EVALUATION; *FEDERAL PROGRAMS; HIGHER EDUCATION; PUBLIC SCHOOLS; TEACHER EDUCATION

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS; JOHNSON-O'MALLEY ACT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; SPEECH DELIVERED AT THE NATIONAL INDIAN EDUCATION CONFERENCE, SEATTLE, WASHINGTON, NOVEMBER 3, 1972

THE ROLE OF THE BUREAU OF INDIAN AFFAIRS (BIA) IN AMERICAN INDIAN EDUCATION IS DISCUSSED IN THIS SPEECH. AT THE PRESENT TIME, THIS ROLE IS LIMITED TO FEDERALLY RECOGNIZED INDIANS LIVING ON RESERVATIONS OR INDIAN TRUST LAND; FOR OTHER INDIAN STUDENTS, THE BIA'S ROLE IS THAT OF AN ADVOCATE, HELPING INDIAN PEOPLE GET WHAT THEY WANT AND NEED IN REGARD TO EDUCATION. THE INVOLVEMENT OF INDIANS IN THE EDUCATIONAL PROGRAMS SERVING THEM IS DESCRIBED AS VITAL TO THE BASIC EDUCATIONAL OBJECTIVE OF THE BIA. A CENTRAL PART OF THIS OBJECTIVE IS TO CARRY OUT AN EFFECTIVE PROGRAM FOR STUDENTS IN FEDERAL SCHOOLS DESIGNED TO PREPARE THE STUDENTS FOR SUCCESSFUL LIVING. PROGRAMS IN BILINGUAL EDUCATION, EARLY CHILDHOOD EDUCATION, AND HIGHER EDUCATION ARE DISCUSSED. INFORMATION IS ALSO PROVIDED ON TESTING, EVALUATION, AND SCHOOL CONSTRUCTION AND ON THE WORK BEING DONE TO EFFECT A GREATER COORDINATION AMONG THE OFF-RESERVATION BOARDING SCHOOLS SO THAT EDUCATIONAL OFFERINGS TO STUDENTS CAN BE STRENGTHENED AND EXTENDED. (PS)

ACCESSION NUMBER: ED075131

PUBLICATION DATE: MAR 72

TITLE: AMERICAN INDIANS AND THEIR FEDERAL RELATIONSHIP. PLUS A PARTIAL LISTING OF OTHER UNITED STATES INDIAN GROUPS.

DESCRIPTOR: *AMERICAN INDIANS; ESKIMOS; *FEDERAL LEGISLATION; *LEGAL RESPONSIBILITY; *RELATIONSHIP; RESERVATIONS (INDIAN); *TRIBES

IDENTIFIER: ALEUTS; BIA; *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

AMERICAN INDIAN TRIBES, BANDS, OR GROUPS ARE LISTED FOR WHICH THE BUREAU OF INDIAN AFFAIRS (BIA) HAS DEFINITE RESPONSIBILITY. IN ADDITION, THOSE THAT HAVE BEEN TERMINATED FROM BIA SERVICES IN RECENT YEARS, AND THOSE RECOGNIZED ONLY FOR CLAIMS PURPOSES, HAVE BEEN LISTED. CERTAIN OTHER CATEGORIES ARE ALSO SHOWN. THE BASIC LISTING IS BY STATE. FOLLOWING THE NAME OF THE STATE, WHICH IS GIVEN IN ALPHABETICAL ORDER, IS THE BIA AGENCY THAT HAS IMMEDIATE JURISDICTION OVER INDIAN, ESKIMO, OR ALEUT GROUPS WITH ITS ADDRESS. THE BIA AREA OFFICE TO WHICH THE AGENCY REPORTS IS INDICATED. THE TRIBES UNDER THE PARTICULAR AGENCY FOLLOW. LISTED NEXT ARE TRIBES IN THAT STATE THAT DO NOT RECEIVE BIA SERVICES. THROUGHOUT THE BOOKLET, A CODE NUMBER FOLLOWS THE NAME OF EACH INDIAN GROUP WHICH INDICATES THE STATUS OF EACH AS OF JUNE 1972. THE ADDRESSES OF ALL OF THE AREA OFFICES IN THE BIA ARE LISTED AT THE BACK OF THE BOOKLET. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.30)

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ACCESSION NUMBER: ED075132

PUBLICATION DATE: APR 73

TITLE: CRISIS IN RED AND WHITE - AN EDUCATIONAL DILEMMA. POSITION PAPER.

PERSONAL AUTHOR: SAWYER, THOMAS E.

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *COMMUNITY CONTROL; CULTURAL ISOLATION; ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; HUMANISM; INSERVICE TEACHER EDUCATION; *LEARNING MOTIVATION; MENTAL DEVELOPMENT; SCHOOL ROLE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 39P.; PAPER PRESENTED AT THE NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973)

THE GOAL OF THIS POSITION PAPER IS TO PRESENT CONSIDERATIONS AND ALTERNATIVES FOR HEALTHY LIFE DIRECTIONS WHICH CAN BE MADE AVAILABLE THROUGH EDUCATION TO THE NATIVE AMERICAN TO ENABLE HIM TO GO BEYOND THE PRESENT NARROW CHOICES OF EITHER TOTAL ASSIMILATION WITHIN THE WHITE VALUE SYSTEM OR REMAINING ISOLATED ON THE RESERVATION. THE 3 PURPOSES OF SCHOOLS GIVEN ARE (1) TO EQUIP THE STUDENT WITH THE TOOLS OF LEARNING, (2) TO OPEN NEW WORLDS TO THE YOUNG, AND (3) TO ENCOURAGE AND ENABLE THE YOUNG TO UNDERSTAND THEIR CULTURAL HERITAGE. IN THE DISCUSSION OF MENTAL ABILITY AND DEVELOPMENT, AND MENTAL HEALTH, IT IS CONTENDED THAT INDIANS ARE SIMULTANEOUSLY ENCULTURATED AND SOCIALIZED IN 2 DIFFERENT WAYS OF LIFE: ONE BEING A CONTEMPORARY FORM OF OUR TRADITIONAL LIFE-STYLES, THE OTHER BEING THE MAINSTREAM EURO-AMERICAN CULTURE. THESE ATTEMPTS AT ENCULTURATION AND SOCIALIZATION PROVIDE AN EXPLANATION FOR THE FAILURE OF INDIAN STUDENTS TO ACHIEVE IN AN ACADEMIC ENVIRONMENT. OTHER TOPICS OF DISCUSSION INCLUDE "TRIBAL CONTROL OF INDIAN EDUCATION," "MOTIVATIONAL FACTORS FOR EDUCATION," AND "AN ECONOMIC DEVELOPMENT PROGRAM FOR THE RESERVATION." THE SUMMARY CONTAINS AN OUTLINE OF THE TASKS, THEIR PURPOSE, THE ANTICIPATED RESULTS, AND THE IMPLEMENTATION PROCESSES NECESSARY TO ENHANCE THE EDUCATIONAL PROCESS FOR INDIAN STUDENTS ON A PRIORITY BASIS. (HBC)

ACCESSION NUMBER: ED075133

PUBLICATION DATE: 1 APR 73

TITLE: DEVELOPING A NATIVE AMERICAN STUDIES PROGRAM.

PERSONAL AUTHOR: WHITEMAN, HENRIETTA V.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE FACULTY; COMMUNITY INVOLVEMENT; *CURRICULUM DESIGN; DROPOUT PREVENTION; *ETHNIC STUDIES; *GOAL ORIENTATION; GROUP UNITY; INSTRUCTIONAL STAFF; *PROGRAM DEVELOPMENT; SELF CONCEPT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE NATIONAL TEACHER CORPS CONFERENCE, DENVER, COLORADO, APRIL 26-29, 1973

THE DEVELOPMENT OF NATIVE AMERICAN STUDIES (NAS) IS AN ATTEMPT AT SELF-AWARENESS AND AN EXERCISE IN SELF-DETERMINATION. ONE AREA OF CONCERN IN THE DEVELOPMENT OF A PROGRAM FOR NATIVE AMERICANS IS THEIR HIGH ATTRITION RATE IN COLLEGE. SPECIALLY DESIGNED PROGRAMS FOR THE NATIVE AMERICAN STUDENT COULD OFFER (1) NATIVE AMERICAN STUDENT ORIENTATION PROGRAMS, (2) MINI-WORKSHOPS ON NOTE-TAKING, THE USE OF THE LIBRARY, AND RESEARCH PAPER WRITING TECHNIQUES, (3) ACADEMIC, FINANCIAL, AND PERSONAL COUNSELING SERVICES, (4) TUTORIAL PROGRAMS, AND (5) SOCIAL "GET ACQUAINTED" ACTIVITIES. ANOTHER PROBLEM RELATED TO THE DEVELOPMENT OF NAS PROGRAMS IS THE NECESSITY OF HAVING A MAJORITY OF FACULTY AND STAFF OF THE SAME ETHNIC ORIGIN AS THE STUDENTS. ONCE THE PROGRAM HAS BEGUN TO SOLVE THESE 2 PROBLEMS, A THIRD PROBLEM RESULTS: TOO FEW NATIVE AMERICAN COLLEGE GRADUATES RETURN TO THEIR HOME ENVIRONMENT OR RESERVATION, OR EVEN FIND THEIR WAY INTO INDIAN-ORIENTED ORGANIZATIONS--WHEREVER THEY MAY BE LOCATED. IT IS FURTHER CONTENDED THAT ALTHOUGH THE INDIAN STUDENT CAN BECOME INVOLVED IN SUCH A PROGRAM, THE COURSES INCLUDED IN THE CURRICULUM MUST BE ACADEMICALLY SOUND AND RESPONSIVE TO AND REFLECTIVE OF THE NEEDS OF ITS PARTICULAR STUDENTS AND COMMUNITY. IT IS CONCLUDED THAT THE FINISHED PRODUCT OF NAS CAN ONLY RESULT THROUGH THE INITIATIVE TAKEN BY NATIVE AMERICANS AND EDUCATORS TO INCORPORATE TIME-TRIED PERSPECTIVES INTO THE NEW ACADEMIC PERSPECTIVE OF NAS. (HBC)

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ACCESSION NUMBER: ED075134

PUBLICATION DATE: APR 73

TITLE: TEACHER CORPS, A MODEL FOR TRAINING TEACHERS. POSITION PAPER.

PERSONAL AUTHOR: WILSON, ROGER

DESCRIPTOR: *AMERICAN INDIANS; CLASSROOM COMMUNICATION; *CULTURAL AWARENESS; IMPROVEMENT PROGRAMS; INDIVIDUAL POWER; *PERFORMANCE BASED TEACHER EDUCATION; RELEVANCE (EDUCATION); *TEACHER EDUCATION; *TEACHING MODELS; TEACHING SKILLS

IDENTIFIER: *NAVAJO HOPI TEACHER CORPS PROGRAM; TEACHER CORPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT NATIVE AMERICAN TEACHER CORPS CONFERENCE, DENVER, COLORADO, APRIL 26-29, 1973

SEVERAL INADEQUACIES EXIST IN THE TRAINING OF THOSE TEACHERS WHO TEACH IN RESERVATION SCHOOLS. THESE TEACHERS OFTEN KNOW NOTHING OF THE SPECIAL CHARACTERISTICS OF RESERVATION LIFE, OF THE LANGUAGE AND CULTURE OF THEIR PUPILS, OR OF THE BEST WAYS TO TEACH CHILDREN OF NON-ANGLO BACKGROUNDS. THIS ABSENCE OF KNOWLEDGE THEN CAUSES ADJUSTMENT FRUSTRATIONS FOR BOTH THE TEACHER AND THE STUDENTS. SOME SUGGESTIONS FOR RECRUITING AND PRODUCING BETTER TEACHERS OF NON-ANGLOS INCLUDE (1) RETRAINIG EXISTING STAFF; (2) COOPERATING WITH COLLEGES OF EDUCATION TO HELP PROSPECTIVE TEACHERS LEARN ENOUGH OF AN AMERICAN INDIAN CULTURE AND LANGUAGE TO DEAL EFFECTIVELY WITH CHILDREN OF THAT CULTURE AND LANGUAGE; AND (3) TAKING AS CANDIDATES PEOPLE WHO ARE NATIVE TO THE AREA, FAMILIAR WITH THE LANGUAGE AND CULTURE, AND ACCUSTOMED TO THE ISOLATION AND DISTANCES INVOLVED IN LIVING AND TEACHING ON A RESERVATION. ADDITIONALLY, THE ORIGIN, ADMINISTRATION, AND ORGANIZATION OF THE NAVAJO-HOPI TEACHER CORPS PROGRAM ARE DISCUSSED. A COMPETENCY BASED TEACHER EDUCATION PROGRAM IS NOTED AS ONE OF THE OUTSTANDING FEATURES OF THE TEACHER CORPS PROGRAM. IT IS CONCLUDED THAT WITH THE PROPER PROFESSIONAL PREPARATION OF INDIAN PEOPLE, THEY SHOULD EVENTUALLY BE CONTROLLING THEIR OWN EDUCATIONAL DESTINY AND HAVE FULL SELF-DETERMINATION. (HBC)

ACCESSION NUMBER: ED075135

PUBLICATION DATE: 1 APR 73

TITLE: THE ROLE OF COMMUNICATIONS IN INDIAN LIFE. POSITION PAPER.

PERSONAL AUTHOR: LA COURSE, RICHARD V.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATIONS; *CULTURAL ENVIRONMENT; FEDERAL PROGRAMS; GOVERNMENT ROLE; INFORMATION DISSEMINATION; *MEDIA TECHNOLOGY; SOCIAL FACTORS; *TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.; PAPER PRESENTED AT THE NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973)

THERE IS A NEED FOR IMPROVED COMMUNICATION AMONG DIFFERENT TRIBES AND FOR AMERICAN INDIAN INFORMATION DISSEMINATION THROUGH THE MASS MEDIA. FOR INDIANS TO BECOME INVOLVED IN DEVELOPING TALENT IN THE AREA OF MEDIA TECHNOLOGY, IT MUST BE ASSUMED THAT THE INDIVIDUAL TRIBAL SOCIETIES AND OTHER INDIAN COMMUNITIES ARE HUMAN ENTITIES COEQUAL WITH THE DOMINANT NON-INDIAN SOCIETY AND THAT THE MEDIA TECHNOLOGY CAN BE PUT INTO THE SERVICE OF INDIAN PEOPLE IN AN INDIAN FASHION FOR AN INDIAN FUTURE BY INDIAN COMMUNICATORS THEMSELVES. COMMUNICATIONS PROBLEMS FOR INDIAN PEOPLE ARE TWO-FOLD: THE FIRST EMANATES FROM WITHIN THE INDIVIDUAL TRIBAL SOCIETIES, AND THE SECOND ARISES FROM THE NATURE OF MASS COMMUNICATIONS TODAY. INDIAN COMMUNICATIONS SHOULD FUNCTION IN AN INWARD DIRECTION TOWARD THE REBUILDING OF THE TRIBAL COMMUNITY AND IN AN OUTWARD DIRECTION TOWARD INTERPRETATION OF THE EXTERNAL SOCIETY. THE 2 IMMEDIATE BASES FOR MEDIA DEVELOPMENT IN THE IMMEDIATE FUTURE ARE THE PRELIMINARY NETWORK OF COMMUNICATIONS ALREADY IN EXISTENCE AND THE MEDIA TRAINING PROGRAMS IN THE FEDERAL SCHOOLS AND UNIVERSITIES. (PS)

ACCESSION NUMBER: ED075137

PUBLICATION DATE: 30 JAN 70

TITLE: A TEN-YEAR PLAN FOR INDIAN EDUCATION: WITH PARTICULAR REFERENCE TO NAVAJO COMMUNITY SCHOOLS.

PERSONAL AUTHOR: STOUT, IRVING W.

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; COMMUNITY EDUCATION; *COMMUNITY SCHOOLS; CONTINUOUS PROGRESS PLAN; *EDUCATIONAL PLANNING; EDUCATIONAL PROGRAMS; MOBILE CLASSROOMS; PARENT PARTICIPATION; *RESERVATIONS (INDIAN)

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 30P.

THE 10-YEAR PLAN FOR AMERICAN INDIAN EDUCATION, THOUGH OVERALL IN ITS INTENT, IS PRESENTED WITH SPECIAL REFERENCE TO THE COMMUNITY SCHOOLS ON THE NAVAJO RESERVATION. THE PLAN IS BASED ON CONVICTIONS THAT FACILITY IN THE USE OF THE ENGLISH LANGUAGE IS A PRIME NECESSITY FOR BOTH CHILDREN AND ADULTS; THAT A CONTINUALLY ENRICHED ENVIRONMENT IS DESIRABLE; THAT AN EDUCATIONAL PROGRAM, TO BE FULLY COMPREHENSIVE, MUST INCLUDE OFFERINGS FOR ALL AGES; AND THAT PARENTS MUST BE ACTIVELY INVOLVED. BASIC TO THE PLAN IS THE CONCEPT OF CONTINUOUS INDIVIDUAL PROGRESS. THE PROPOSAL COVERS THE AREAS OF PARENT-CHILD CENTERS, DAY SCHOOLS, COLLEGE OPPORTUNITY, LEADERSHIP TRAINING, EXTENDED ADULT EDUCATION, MOBILE EDUCATIONAL UNITS, TRAINING CENTERS, AND LOCAL SCHOOL BOARDS. FIFTEEN RECOMMENDATIONS ARE MADE IN THE AREAS LISTED ABOVE. THE PLAN IS INTENDED TO MAKE ALLOWANCES FOR THE NATURAL AND WHOLLY DESIRABLE DIVERSITY FROM RESERVATION TO RESERVATION OWING TO GEOGRAPHICAL AND ENVIRONMENTAL CONDITIONS AND TO INDIVIDUAL DIFFERENCES IN OUTLOOK AND LEADERSHIP. (FF)

ACCESSION NUMBER: ED075148

PUBLICATION DATE: 71

TITLE: AN EVALUATION OF THE CROW 4-H PROGRAM. A SUMMARY INTRODUCTION.

PERSONAL AUTHOR: WEBER, ROBERT A.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL ENRICHMENT; INDIVIDUAL DEVELOPMENT; PARENT PARTICIPATION; SENSITIVITY TRAINING; *STUDENT PROJECTS; *SURVEYS; *YOUTH PROGRAMS

IDENTIFIER: *CROW INDIANS; FOUR H PROGRAMS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 6P.

IN THE SPRING OF 1971, PERTINENT LITERATURE WAS REVIEWED AND A SMALL SURVEY CONDUCTED ON THE CROW INDIAN RESERVATION TO FIND MORE EFFECTIVE WAYS TO DEVELOP INDIAN YOUTH THROUGH 4-H PROGRAMS. TWENTY-FIVE PEOPLE, MOSTLY INDIAN, WERE SURVEYED USING A SEMI-STRUCTURED INTERVIEW FORM. COMMENTS WERE SOLICITED FOLLOWING EACH OF THE STRUCTURED QUESTIONS. SOME CONCLUSIONS DRAWN FROM THE STUDY AND FROM THE REVIEW WERE: (1) THE DATA INDICATED THAT 96% OF THE PERSONS INTERVIEWED WERE INTERESTED IN HAVING 4-H CLUBS ON THE RESERVATION; (2) RESPONDENTS FELT THAT INDIVIDUAL DEVELOPMENT IS MORE IMPORTANT THAN COMPLETION OF 4-H PROJECTS; (3) PROJECTS IN WHICH RESPONDENTS WERE MOST INTERESTED INCLUDED CROW LEGENDS, CLANS, ENVIRONMENT, AND NATIVE FOODS; AND (4) IT WOULD BE OF VALUE IF RESERVATION EXTENSION STAFF HAD A BACKGROUND IN HUMAN RELATIONS TRAINING OR IF THEY COULD ATTEND EDUCATIONAL CONFERENCES, DO GRADUATE WORK, OR TAKE PART IN EDUCATIONAL COURSES RELATED TO INDIAN CULTURE AND PEOPLE. RECOMMENDATIONS FOR IMPROVING THIS PROGRAM COVERED ENCOURAGING INDIAN COLLEGE STUDENTS INTERESTED IN YOUTHS TO WORK ON RESERVATIONS UNDER THE WORK-STUDY PROGRAM AND INVOLVING CROW INDIANS IN ALL PHASES OF A PROGRAM'S DEVELOPMENT, ITS SUPPORT, AND ITS LEADERSHIP RESPONSIBILITIES. (HBC)

ACCESSION NUMBER: ED075149

PUBLICATION DATE: OCT 68

TITLE: NEW INDIAN TRIBALISM. WORKING PAPER.

PERSONAL AUTHOR: BECKMANN, KATHLEEN

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *CHILDREN; *DISADVANTAGED YOUTH; *FEDERAL PROGRAMS; *MAJORITY ATTITUDES; PARTICIPATION; SELF CONCEPT

IDENTIFIER: *WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; PAPER BASED ON THE RESEARCH OF TED GEORGE, PROGRAM DEVELOPMENT SPECIALIST, SMALL TRIBES ORGANIZATION OF WESTERN WASHINGTON

THE PURPOSES OF THIS PAPER ARE TO IDENTIFY THE PROBLEMS WASHINGTON STATE INDIANS FACE AND TO PROVIDE CONSIDERATIONS THAT MIGHT ASSIST IN PROMOTING THE WELFARE AND WELL-BEING OF AMERICAN INDIANS. IT IS STATED THAT THE MAJOR BARRIER TO THE INDIAN'S SUCCESS IN AMERICAN SOCIETY IS THE ATTITUDE OF THE ANGLO TOWARDS THE INDIAN. THUS, THE PROGRAMS AND LEGISLATIVE PROPOSALS DESIGNED FOR THE INDIAN ARE USUALLY IRRELEVANT TO RESERVATION LIFE. SUPPORTED BY STATISTICS, THIS CONDITION IS APPARENT IN HEALTH, EDUCATION, ECONOMIC DEVELOPMENT, AND UNEMPLOYMENT. EDUCATION IS THE PRIME CONCERN IN ACHIEVING A NEW INDIAN LIFE STYLE. OBSTACLES TO ADEQUATE EDUCATION ARE FOUND IN THE HOME, THE ENVIRONMENT, AND THE EDUCATIONAL PROCESS. SPECIFIC OBSTACLES IN THE HOME INCLUDE INADEQUATE STUDY FACILITIES, AN OPPRESSIVE SOCIAL ENVIRONMENT CAUSED BY CROWDED LIVING CONDITIONS, INADEQUATE INCOME FOR CLOTHING AND RECREATION, AND MINIMAL EDUCATIONAL HERITAGE. THE REPORT CONCLUDED THAT NON-INDIANS MUST BE MORE RESPONSIVE TO A HETEROGENEOUS POPULATION AND RECOGNIZE THE RIGHT OF THE INDIAN TO DECIDE HIS OWN FUTURE. (HRC)

ACCESSION NUMBER: ED075161

PUBLICATION DATE: 73

TITLE: EDUCATION AND POLITICS: A SHOTGUN WEDDING. POSITION PAPER.

PERSONAL AUTHOR: BUCKANAGA, JEROME

DESCRIPTOR: *AMERICAN INDIANS; CONSOLIDATED SCHOOLS; *COURT LITIGATION; EDUCATIONAL QUALITY; ELEMENTARY SCHOOLS; *EXPERIMENTAL SCHOOLS; INDIVIDUAL POWER; POLITICAL ATTITUDES; *POLITICS; RESERVATIONS (INDIAN); *SCHOOL COMMUNITY RELATIONSHIP; SCHOOL IMPROVEMENT; STUDENT NEEDS

IDENTIFIER: *MINNESOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 39P.; PAPER PRESENTED AT THE NATIVE AMERICAN TEACHER CORPS CONFERENCE, DENVER, COLORADO, APRIL 26-29, 1973

THE DOCUMENT DISCUSSED THE POLITICAL REALITIES FACING AMERICAN INDIAN COMMUNITIES AS THESE COMMUNITIES MOVE TOWARD INDIAN CONTROL OF QUALITY EDUCATION. THE EXPERIENCES WITH THE PINE POINT SCHOOL SUGGESTED THE 2 MAJOR FUNCTIONS OF AN EXPERIMENTAL COMMUNITY SCHOOL WERE: (1) TO SHOW METHODS FOR IMPROVING EDUCATION; AND (2) TO DEMONSTRATE HOW TO PUT TOGETHER THE RESOURCES TO ESTABLISH AND NOURISH A PROGRAM. THE FIRST FUNCTION DEMANDED EDUCATIONAL RESOURCEFULNESS AND THE SECOND DEMANDED POLITICAL RESOURCEFULNESS. THE POLITICAL DIMENSION IS USUALLY UNRECOGNIZED AND UNDERESTIMATED, CAUSING INDIAN COMMUNITIES TO BE BADLY SERVED BY SCHOOLS ALMOST ALL THE TIME AND MAKING THEM POLITICALLY DISPOSSESSED AND RELATIVELY POWERLESS. THE DOCUMENT COVERED: (1) THE HISTORY OF THE PINE POINT EXPERIMENTAL COMMUNITY SCHOOL AND PROBLEMS ENCOUNTERED; (2) THE LEGAL ARGUMENT FOR TRIBAL RECOGNITION AS POLITICAL ENTITY; AND (3) RE-EMPHASIS ON THE POLITICAL DIMENSIONS INVOLVED IN ALTERNATIVE PROGRAMS FOR INDIAN STUDENTS WITH CONSIDERATIONS FOR ORGANIZERS OF SUCH DEMONSTRATION PROGRAMS. (FF)

ACCESSION NUMBER: ED075280

PUBLICATION DATE: 68

TITLE: EARLY INDIANS USE JONES VALLEY. (READING FOR "THE SOUTH: BIRMINGHAM CASE STUDY AND THE SOUTH AS A REGION". GRADE FIVE (UNIT IV) PROJECT SOCIAL STUDIES.)

DESCRIPTOR: *AMERICAN INDIANS; *AREA STUDIES; COMMUNITY CHANGE; ELEMENTARY GRADES; *FACTUAL READING; *GEOGRAPHIC REGIONS; GRADE 5; HISTORY INSTRUCTION; *SOCIAL STUDIES; UNITED STATES HISTORY

IDENTIFIER: BIRMINGHAM; *PROJECTED SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

READINGS DESIGNED TO ACCOMPANY UNIT IV, (ED 069 562) WHICH IS INTENDED FOR FIFTH GRADE STUDENTS, DESCRIBE THE BIRMINGHAM REGION FROM 1812 TO 1872. NINE THEMES IN THE STUDY ILLUSTRATE SETTLEMENT IN THE VALLEY, EARLY GROWTH IN BIRMINGHAM, AND THE CHANGING USE OF THE AREA IN TERMS OF DIFFERENT PERCEPTIONS OF NATURAL RESOURCES. TECHNICAL ADVANCEMENT SUCH AS RAILROADS AND RIVER DEVELOPMENT AND NEW PROCESSES FOR MAKING COKE AND STEEL ARE EMPHASIZED. A PRIMARY MATERIAL, AN EXCERPT FROM A MISSISSIPPI PAPER, WHICH DESCRIBES BIRMINGHAM IN 1872 CONCLUDES THE READINGS. RELATED DOCUMENTS ARE ED 061 134; ED 062 226; ED 062 227; ED 069 562 THROUGH ED 069 568; SO 002 734; AND SO 002 740. (SJM)

ACCESSION NUMBER: ED075301

PUBLICATION DATE: 1 DEC 72

TITLE: DESIGNING CULTURALLY SENSITIVE CURRICULUM MATERIALS FOR CANADIAN SCHOOLS. INDIAN-METIS.

PERSONAL AUTHOR: SEALEY, D. BRUCE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CROSS CULTURAL STUDIES; CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; CURRICULUM ENRICHMENT; *EDUCATIONAL ANTHROPOLOGY; ELEMENTARY GRADES; ETHNIC STUDIES; HUMAN RELATIONS; MULTIMEDIA INSTRUCTION; PROJECTS; *SOCIAL STUDIES; TEACHING TECHNIQUES

IDENTIFIER: CANADA; METIS; *PROJECT CANADA WEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE AMERICAN ANTHROPOLOGICAL ASSOCIATION ANNUAL MEETING (TORONTO, CANADA, DECEMBER, 1972)

THE INDIAN-METIS PROJECT TO DEVELOP A MULTI-MEDIA KIT OF SOCIAL STUDIES CURRICULUM MATERIALS IS BASED UPON AN INTEGRATED ANTHROPOLOGICAL FRAMEWORK. ALL KINDS OF MATERIALS AND THEORETICAL POSITIONS ARE BROUGHT TOGETHER AND BEAR UPON THE EDUCATION OF CHILDREN IN THE AGE RANGE OF ELEVEN TO THIRTEEN. THIS PROJECT, AMID NEGATIVE REACTIONS OF TEACHERS TO THE DEVELOPMENT OF YET ANOTHER STUDY KIT ON INDIANS, OFFERS A TEACHING APPROACH WHICH GIVES THE AFFECTIVE DOMAIN OF LEARNING AN EQUAL ROLE WITH THE COGNITIVE DOMAIN. DESIGNED TO LEAD CHILDREN INTO INVESTIGATING NATIVE CULTURES OF WESTERN CANADA THROUGH MATERIALS RELATING TO HISTORY, GEOGRAPHY, ARCHAEOLOGY, LANGUAGE, ARTS AND CRAFTS, MUSIC, FOOD, ECONOMICS AND MATHEMATICS, THIS PROGRAM HAS AS ITS GOAL THE DEVELOPMENT OF CULTURAL SENSITIVITY. A RELATED DOCUMENT IS ED 055 016. (SHM)

ACCESSION NUMBER: ED075303

PUBLICATION DATE: 72

TITLE: AUDIO VISUAL BASED INDIAN RESOURCE UNIT.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *AUDIOVISUAL AIDS; ELEMENTARY GRADES; *ETHNIC STUDIES; RESERVATIONS (INDIAN); RESOURCE UNITS; SECONDARY GRADES; *SOCIAL STUDIES UNITS; TRIBES

IDENTIFIER: MINNESOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 72P.

THE INDIAN RESOURCE UNIT, A PROJECT OF THE MINNEAPOLIS PUBLIC SCHOOLS FUNDED UNDER A GRANT FROM TITLE III E.S.E.A., DESIGNED FOR UPPER ELEMENTARY AND/OR SECONDARY STUDENTS, PROVIDES SOUND-FILMSTRIP PRESENTATIONS OF MINNESOTA INDIAN PEOPLE SO THAT TEACHERS AND STUDENTS MAY DEVELOP A MORE RELEVANT UNDERSTANDING OF THE INDIAN-AMERICAN WAY OF LIFE. OBJECTIVES OF THE AVBIRU MATERIALS ARE TO ASSIST THE TEACHER AND LEARNER IN: CREATING POSITIVE PORTRAYALS OF INDIAN AMERICANS, ELIMINATING STEREOTYPES AND NEGATIVE IMAGES OF THE NATIVE AMERICANS, EXAMINING THE REASONS OR CAUSES FOR EXISTING CONDITIONS WITHIN CONTEMPORARY INDIAN-AMERICAN SOCIETIES, AND IDENTIFYING SPECIAL FORMAL EDUCATIONAL NEEDS OF INDIAN YOUNG PEOPLE. THE MAJOR PORTION CONTAINS NINE UNITS BUILT AROUND AUDIO-VISUAL RESOURCES. FOR EACH UNIT INFORMATION IS PROVIDED ON THE DESIGNATED GRADE LEVEL, SCOPE, TOPICS OF DISCUSSION, AND SUGGESTIONS FOR QUESTIONS, CLASS PROJECTS, AND FURTHER STUDY. THE SECOND HALF OF THE MANUAL PROVIDES TEACHER AND STUDENT BACKGROUND SUMMARIES OF THE HISTORY AND CULTURE OF MINNESOTA RESERVATIONS. OTHER DOCUMENTS FROM THE TASK FORCE ARE SO 005 534 THROUGH SO 005 551. (AUTHOR/SJM)

ACCESSION NUMBER: ED075306

PUBLICATION DATE: 25 JUN 71

TITLE: SONGS OF THE SUN DANCE.

PERSONAL AUTHOR: GURNOE, KATHERINE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL EDUCATION; ETHNOLOGY; SOCIAL STUDIES; TAPE RECORDINGS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 6P.

THIS PAPER IS AN EXPLANATION OF THE MUSIC OF NINE CEREMONIES OF THE SIOUX INDIANS THAT ARE RECORDED ON TAPE IN THE LIBRARY OF CONGRESS. THE PURPOSE AND DESCRIPTION OF THE CEREMONIES ARE GIVEN HERE, AS WELL AS AN EXPLANATION OF WHO IS SINGING THE SONGS, AND WHEN THEY WERE RECORDED. SOME OF THE SONGS INCLUDED ARE FOR THE SUN DANCE, BRAVES DANCE, CUTTING OF THE POLE FOR THE SUN DANCE, AND THE OPENING PRAYER OF THE SUN DANCE. THERE ARE SEVERAL OTHER DOCUMENTS ABOUT THE AMERICAN INDIAN IN THIS SERIES. THEY ARE: SO 005 548, SO 005 549, AND SO 005 545. (OPH)

ACCESSION NUMBER: ED075307

PUBLICATION DATE: 5 APR 71

TITLE: THE MINNESOTA STORY, AMERICAN INDIAN LEGENDS.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; FOLK CULTURE; *LEGENDS; READING MATERIALS; *TALES; TRIBES

IDENTIFIER: MINNESOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

THIS STUDENT BOOKLET, ONE OF A SERIES OF READINGS ON MINORITY CULTURES, CONTAINS NINE INDIAN FOLKTALES. STORIES INCLUDED ARE: MINNESOTA IS MINABOZHO'S LAND, ABOUT THE WAY MINNESOTA WAS FORMED; HOW WE GOT THE RAINBOW; HOW THE BIRDS CAME TO HAVE THEIR MANY COLORS; THE STUDY OF COYOTE AND MORADJAWINGA (EARTH WANDERER); THE FOUR WINDS, A SIOUX LEGEND, THE GREAT CIRCLE, A LEGEND OF THE DAKOTA TRIBE; AND SEVERAL LEGENDS OF THE PIPESTONE QUARRY, FROM THE DAKOTA TRIBE. THERE ARE ALSO PAGES FOR STUDENTS TO COLOR AND A BIBLIOGRAPHY FOR TEACHER USE. OTHER UNITS ABOUT THE AMERICAN INDIAN IN THIS SERIES ARE: SO 005 534, SO 005 548, SO 005 545. (OPH)

ACCESSION NUMBER: ED075308

PUBLICATION DATE: 69

TITLE: THE ORIGINAL AMERICANS. AN EXPERIMENTAL TEACHING UNIT.

PERSONAL AUTHOR: OLSON, AVERNA

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL EDUCATION; ETHNOLOGY; SECONDARY GRADES; *SOCIAL STUDIES; TEACHING GUIDES; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

THERE ARE FIVE OBJECTIVES INCLUDED IN THIS EXPERIMENTAL TEACHING GUIDE ON THE AMERICAN INDIAN. THEY ARE TO HELP THE STUDENT: REALIZE THE DIVERGENCE OF CULTURE AMONG THE INDIAN TRIBES; RECOGNIZE THE VALUE OF INDIAN CULTURE TO THE SURVIVAL OF THE EUROPEAN IN A NEW LAND; BE AWARE OF THE CUSTOMS AND COMMODITIES WHICH WE USE AND ENJOY FROM OUR INDIAN HERITAGE; UNDERSTAND THAT MANY OF THE "INDIAN WARS" WERE CAUSED BY MISUNDERSTANDING BETWEEN TWO CULTURES; AND TO BECOME MORE FAMILIAR WITH SOME OF THE GREAT LEADERS OF THE INDIAN NATIONS. FOR EACH OBJECTIVE A LIST OF ACTIVITIES, AN OUTLINE OF CONTENT, AND A LIST OF SOURCES ARE GIVEN. A PARTIALLY ANNOTATED BIBLIOGRAPHY OF FICTION AND NONFICTION SOURCES CONCLUDES THE DOCUMENT. SO 005 548 AND SO 005 551 ARE DOCUMENTS IN THE SERIES THAT ALSO DEAL WITH THE AMERICAN INDIAN. (OPH)

ACCESSION NUMBER: ED075449

PUBLICATION DATE: 8 DEC 72

TITLE: INVITATIONAL CONFERENCE ON MEASUREMENT IN EDUCATION; PROCEEDINGS (OF THE) ELEVENTH SOUTHEASTERN CONFERENCE (DECEMBER 8-9, 1972). SESSION I.

PERSONAL AUTHOR: GOOLSBY, THOMAS M., JR., COMP.

DESCRIPTOR: AMERICAN INDIANS; *CONFERENCE REPORTS; *DISADVANTAGED YOUTH; *EDUCATIONAL RESEARCH; *MEASUREMENT; MENTAL RETARDATION; NEGRO STUDENTS; SCHOOL INTEGRATION; SPECIAL EDUCATION; SPEECHES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 211P.; PAPERS PRESENTED AT SESSION I OF SOUTHEASTERN INVITATIONAL CONFERENCE ON MEASUREMENT IN EDUCATION (11TH, ATHENS, GEORGIA, DECEMBER 8, 1972)

ELEVEN PAPERS PRESENTED AT SESSION I OF THE 11TH INVITATIONAL CONFERENCE ON MEASUREMENT IN EDUCATION ARE PROVIDED. THIS SESSION FOCUSED ON SPECIAL EDUCATION SUBGROUPS, ESPECIALLY THE DISADVANTAGED. PARTICULAR EMPHASIS WAS PLACED ON MENTAL RETARDATION, AMERICAN INDIAN EDUCATION, SCHOOL DESEGREGATION, AND THE GIFTED DISADVANTAGED BLACK. THE ELEVEN PAPERS ARE: "HAZARDS IN RESEARCH INVOLVING MINORITIES" BY JUNIUS A. DAVIS, "THE SELF CONCEPT OF MENTAL RETARDATES: SOME PROBLEMS OF ASSESSMENT" BY JOHN L. SHULTZ, "NON-COGNITIVE DEVELOPMENT OF MENTALLY RETARDED CHILDREN" BY BERT O. RICHMOND, "ASSESSMENT OF MOTOR LEARNING THROUGH MATHEMATICAL ANALYSIS" BY ERNEST L. BUNDSCHUH AND SUSAN J. GOOCH, "EVALUATING ACHIEVEMENT OF THE MENTALLY RETARDED: A COMPREHENSIVE PROCESS" BY ANDREW L. SHOTICK, "MEASUREMENT AND TESTING CONSIDERATIONS FOR NATIVE AMERICAN EDUCATION" BY JOSEPH D. BLANCHARD, "SCHOOL DESEGREGATION - THE PROBLEM" BY MILTON HILL, "PERSPECTIVES OF SCHOOL DESEGREGATION IN THE SOUTHEAST" BY MORILL M. HALL AND HARRY B. WILLIAMS, "IDENTIFICATION OF GIFTED AND CREATIVE CHILDREN AND YOUTH AMONG BLACK DISADVANTAGED GROUPS" A SYMPOSIUM, "THE PREDICTION OF ACHIEVEMENT MEANS OF SCHOOLS FROM NON-SCHOOL FACTORS THROUGH CRITERION SCALING" BY TOM C. INNES, AND "INFORMATION FEEDBACK SYSTEMS (IFS) AND EDUCATIONAL GOALS" BY WILLIAM F. WHITE. (FOR RELATED DOCUMENTS, SEE TM 002 522-525, 527-547.) (KM)

ACCESSION NUMBER: ED075457

PUBLICATION DATE: 8 DEC 72

TITLE: MEASUREMENT AND TESTING CONSIDERATIONS FOR NATIVE AMERICAN EDUCATION.

PERSONAL AUTHOR: BLANCHARD, JOSEPH D.

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; CRITERION REFERENCED TESTS; CULTURAL DIFFERENCES; EDUCATIONAL OBJECTIVES; *EDUCATIONAL POLICY; PROGRAM EVALUATION; SOCIAL VALUES; SPEECHES; STUDENT EVALUATION; *STUDENT RIGHTS; *TESTING

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 56P.; PAPER PRESENTED AT SESSION I OF SOUTHEASTERN INVITATIONAL CONFERENCE ON MEASUREMENT IN EDUCATION (11TH, ATHENS, GEORGIA, DECEMBER 8, 1972)

SOME OF THE GENERAL CONSIDERATIONS AND REQUIREMENTS FOR THE ESTABLISHMENT OF A TESTING POLICY AND PROCEDURES FOR A LARGE EDUCATION SYSTEM ARE PRESENTED. TESTING POLICY IS CONSIDERED NECESSARY TO ESTABLISH A COMMON UNDERSTANDING OF THE POSITION OF TESTING IN THE EDUCATION PROGRAM, THE FACILITATION OF THE USE OF TESTS FOR ACADEMIC GAIN, AND TO PROTECT THE CIVIL AND LEGAL RIGHTS OF ALL STUDENTS, MINORITY GROUP STUDENTS IN PARTICULAR. THE FOLLOWING AREAS ARE DISCUSSED: (1) SCOPE; (2) GUIDELINES AND ASSUMPTIONS; (3) STUDENT TESTING AND PROGRAM EVALUATION; (4) TESTS AND INDIAN EDUCATION OBJECTIVES; (5) TESTING AS FEEDBACK; (6) TESTS AND STUDENT RIGHTS--MULTIPLE APPROACHES TO BEHAVIOR SAMPLING, THE INDIAN STUDENT, HUMAN AND CIVIL RIGHTS, THE USE OF CRITERION-REFERENCED TESTS; (7) THE RELATIONSHIP OF TESTS TO SOCIAL VALUES--FUNDAMENTAL POSTULATE, SOCIAL POLICY COROLLARY, HUMAN POTENTIALITY AND ACTUALITY, ABSOLUTISM AS IRRATIONAL DEFENSE COROLLARY, ENGLISH LANGUAGE COROLLARY, LAW OF MULTIPLE EFFECT COROLLARY; AND (8) TESTING POLICY FACTORS--INTRODUCTION, THE INDIAN STUDENT AS CULTURALLY DEPENDENT, THE INDIAN STUDENT AS DEVELOPMENTALLY HUMAN, ENGLISH LANGUAGE PROFICIENCY, BILINGUAL/BICULTURAL PROGRAMS, THE REQUIREMENT FOR SPECIAL TRAINING AND PERSONNEL REQUIREMENTS FOR TESTING, THE REQUIREMENT FOR A BIA-WIDE POLICY. A BIBLIOGRAPHY OF 17 ITEMS IS PROVIDED. (FOR RELATED DOCUMENTS, SEE TM 002 526-533, 535-541.) (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE TM 002 526

ACCESSION NUMBER: ED075458

PUBLICATION DATE: 8 DEC 72

TITLE: THE TESTING OF NATIVE AMERICANS.

PERSONAL AUTHOR: BLANCHARD, JOSEPH D.

DESCRIPTOR: *AMERICAN INDIANS; CIVIL RIGHTS; CRITERION REFERENCED TESTS; EDUCATIONAL OBJECTIVES; *EDUCATIONAL OPPORTUNITIES; *EDUCATIONAL POLICY; NORM REFERENCED TESTS; PROGRAM EVALUATION; SELF EVALUATION; SPEECHES; STUDENT EVALUATION; *STUDENT RIGHTS; *TESTING

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 28P.; PAPER PRESENTED AT SESSION I OF SOUTHEASTERN INVITATIONAL CONFERENCE ON MEASUREMENT IN EDUCATION (11TH ATHENS, GEORGIA, DECEMBER 8, 1972)

THE BUREAU OF INDIAN AFFAIRS TASK FORCE ON TESTING HAS DEVELOPED A TESTING POLICY TO AID NATIVE AMERICAN STUDENTS IN SECURING QUALITY EDUCATION AND TO IMPROVE THE QUALITY OF THE BUREAU'S EDUCATIONAL PROGRAMS. THE TASK FORCE REACHED THE CONCLUSION THAT MOST IF NOT ALL COMMERCIALLY AVAILABLE STANDARDIZED OR NORM-REFERENCED TESTS UNFAIRLY DISCRIMINATE AGAINST THE NATIVE AMERICAN IN SUCH A MANNER AS TO DEPRIVE HIM OF EQUAL EDUCATION OPPORTUNITY AND THE SUBSEQUENT DENIAL OF EQUAL OPPORTUNITY IN PURSUING HIGHER EDUCATION AND THE ATTAINMENT OF ECONOMIC FREEDOM AND SECURITY. THE TESTING POLICY IS BASED ON TWO PRIMARY POSITIONS: THAT STANDARDIZED TESTS DEVELOPED ON POPULATION NORMS, HAVING AS THEIR PRIMARY PURPOSE THE RANKING OF STUDENTS ON INFERENTIAL SCALES SO THEY MAY BE COMPARED WITH ONE ANOTHER, SHOULD BE PHASED OUT, EXCEPT AS SPECIFIED; AND THAT CRITERION-REFERENCED TESTS TIED TO CURRICULUM CONTENT AND INTEGRAL WITH EDUCATIONAL AND BEHAVIORAL OBJECTIVES BECOME THE TESTS OF CHOICE. THE CONCLUSION CONCERNING NORM-REFERENCED TESTS WAS BASED ON FINDINGS THAT THEIR POTENTIAL FOR MISUSE AND SUBSEQUENT HARM OUTWEIGH THEIR POSITIVE VALUE, ESPECIALLY IN LIGHT OF THEIR LACK OF UTILITY IN EDUCATIONAL PRESCRIPTION, CLASSROOM STRATEGIES, AND VISIBILITY ON BEHAVIORAL OBJECTIVES ACHIEVEMENT. THE NEW POLICY IS STUDENT-CENTERED, PROTECTS THE RIGHTS OF STUDENTS, ALLOWS THE USE OF STANDARD AND CLINICAL TESTS FOR DIAGNOSTIC PURPOSES, AND PROVIDES FOR PROGRAM AND STUDENT SELF-EVALUATION. (FOR RELATED DOCUMENTS, SEE TM 002 526-534, 536-541.) (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE TM 002 526

ACCESSION NUMBER: ED075564

PUBLICATION DATE: 72

TITLE: PRACTICES OF LOW-INCOME FAMILIES IN FEEDING INFANTS AND SMALL CHILDREN, WITH PARTICULAR ATTENTION TO CULTURAL SUBGROUPS.

PERSONAL AUTHOR: FOMON, SAMUEL J., ED.; ANDERSON, THOMAS A., ED.

DESCRIPTOR: AMERICAN INDIANS; *CHILD REARING; *CULTURAL DIFFERENCES; CULTURAL FACTORS; EARLY CHILDHOOD; *EATING HABITS; ECONOMICALLY DISADVANTAGED; FAMILY CHARACTERISTICS; HEALTH NEEDS; *LOW INCOME; NEGROES; *NUTRITION; PRESCHOOL CHILDREN; SOCIAL DIFFERENCES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 128P.; PROCEEDINGS OF A NATIONAL WORKSHOP, AIRLIE CONFERENCE CENTER, WARRENTON, VA., MARCH 17-18, 1971

THE CONTENTS OF THIS DOCUMENT INCLUDE THE FOLLOWING PAPERS, EACH FOLLOWED BY A DISCUSSION AMONGST WORKSHOP PARTICIPANTS: "NUTRITIONAL STUDIES ON UNITED STATES PRESCHOOL CHILDREN: DIETARY INTAKES AND PRACTICES OF FOOD PROCUREMENT, PREPARATION, AND CONSUMPTION," KATHRYN M. KRAM AND GEORGE M. OWEN; "FOOD AND NUTRITION INTAKE OF CHILDREN FROM BIRTH TO FOUR YEARS OF AGE," JUANITA A. EAGLES AND PRISCILLA D. STEELE; "CHILD FEEDING IN THE RURAL LOW-INCOME FAMILY," JANA W. JONES; "INFANT AND CHILD FEEDING PRACTICES IN THE URBAN COMMUNITY IN THE NORTH-CENTRAL REGION," NORGE W. JEROME, BARBARA P. KISER AND ESTELLA A. WEST; "POOR PEOPLE, GOOD FOOD, AND FAT BABIES: OBSERVATIONS ON DIETARY BEHAVIOR AND NUTRITION AMONG LOW-INCOME, URBAN AFRO-AMERICAN INFANTS AND CHILDREN," BETTY LOU VALENTINE AND CHARLES A. VALENTINE; "CULTURAL DETERMINANTS OF FOOD HABITS IN CHILDREN OF MEXICAN DESCENT IN CALIFORNIA," PHYLLIS B. ACOSTA AND ROBERT G. ARANDA; "INFANT AND CHILDHOOD FEEDING PRACTICES AMONG LOW-INCOME FAMILIES IN URBAN HAWAII," MYRTLE L. BROWN AND CLAIRE HUGHES HO; AND, "INFANT AND CHILD FEEDING PRACTICES AMONG LOW-INCOME RESERVATION AND RURAL AMERICAN INDIAN AND ALASKA NATIVE FAMILIES," MARY A. PETERSON. (JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 (STOCK NUMBER 1730-0200, $1.25)

ACCESSION NUMBER: ED075648

PUBLICATION DATE: 73

TITLE: INTRODUCING THE SMALL BUSINESS MANAGEMENT COURSE.

DESCRIPTOR: ADMINISTRATIVE PERSONNEL; *AMERICAN INDIANS; *BUSINESS; BUSINESS ADMINISTRATION; BUSINESS SKILLS; COURSE DESCRIPTIONS; EDUCATIONAL PROGRAMS; *MANAGEMENT; *MANAGEMENT EDUCATION; *MANPOWER DEVELOPMENT; PROGRAM COSTS; PROGRAM GUIDES

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.

CANADIAN INDIANS FACE THE THREAT OF A LOSS OF THEIR ONCE RICH RESOURCES OF FISH, FUR, AND GAME AS UNDEVELOPED LANDS ARE FILLING WITH TOURISTS AND NEW POPULATIONS. PUBLIC AWARENESS OF THIS SOCIAL PROBLEM HAS PRODUCED GOVERNMENTAL LOANS AND GRANTS FOR BUSINESS UNDERTAKING WHICH REQUIRE SOME TRAINING OF RECIPIENTS TO MAKE PRODUCTIVE USE OF THE AVAILABLE FINANCIAL AID. DESIGNED TO ASSIST PEOPLE OF INDIAN ANCESTRY WHO ARE INTERESTED IN PREPARING FOR JOBS AS OWNER-MANAGERS OF THEIR OWN BUSINESSES OR FOR MANAGEMENT POSITIONS WITH BUSINESSES OWNED BY THEIR BAND COUNCILS, COOPERATIVE AND OTHERS, THIS BROCHURE CONTAINS THE RATIONALE, CONTENT AND INSTRUCTIONAL METHODOLOGY UTILIZED IN A MANAGEMENT COURSE FOR SMALL BUSINESSMEN WHICH WAS DEVELOPED BY THE TRAINING RESEARCH AND DEVELOPMENT STATION. SUBJECT AREAS COVERED INCLUDE: (1) MANAGEMENT PROCESS, (2) MARKETING, (3) FINANCE, ACCOUNTING AND BOOKKEEPING, (4) PERSONNEL MANAGEMENT, (5) BUSINESS LAW, (6) PERSONAL FINANCE, (7) BUSINESS COMMUNICATION, (8) PRODUCTION MANAGEMENT, AND (9) OFFICE PROCEDURES. (AUTHOR/SN)

ACCESSION NUMBER: ED075700

PUBLICATION DATE: 72

TITLE: COLORADO STATE UNIVERSITY (CSU) AMERICAN INDIAN ADULT BASIC EDUCATION TEACHER AND TEACHER AIDE TRAINING PROJECT. TERMINAL REPORT JUNE 30, 1971-DECEMBER 31, 1972.

DESCRIPTOR: *ADULT BASIC EDUCATION; ADULT EDUCATION PROGRAMS; *ADULT EDUCATORS; *AMERICAN INDIANS; *INSERVICE TEACHER EDUCATION; INSTITUTES (TRAINING PROGRAMS); PROFESSIONAL TRAINING; PROGRAM DESCRIPTIONS; *TEACHER AIDES; WORKSHOPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 80P.

THIS PROGRAM WAS DESIGNED TO TRAIN TEACHERS AND AIDES WORKING, OR INTERESTED IN WORKING, IN ADULT BASIC EDUCATION (ABE) PROGRAMS ON INDIAN RESERVATIONS IN 11 WESTERN AND MIDWESTERN STATES. AN INDIAN ADVISORY COUNCIL PLANNED ACTIVITIES WITH COLORADO STATE UNIVERSITY STAFF. PLANS INVOLVED AN AREA-WIDE TRAINING INSTITUTE AT CSU TO BE FOLLOWED BY MINI-WORKSHOPS IN EACH STATE OR MULTI-STATE AREA AND FINALLY BY RESERVATION VISITS OR ON-SITE WORKSHOPS. WORKSHOP PROGRAMS WERE DESIGNED TO MEET THE EXPRESSED NEEDS OF TEACHERS AND AIDES. WHERE POSSIBLE, INDIAN CONSULTANTS CONDUCTED TRAINING. INDIVIDUAL COMPETENCIES IN THE FOLLOWING WERE STRESSED: ADULT TEACHING AND LEARNING, CULTURAL AWARENESS AND PRIDE IN HERITAGE, AND THE SUBJECT AREAS OF MATH, READING, SOCIAL STUDIES, AND LANGUAGE ARTS. DURING AN EXTENSION PERIOD, 16 CONSULTANT VISITS AND/OR WORKSHOPS WERE CONDUCTED. SUCH TOPICS AS ESL, RECRUITMENT, MOTIVATION, CURRICULUM, MATERIALS, CONSUMER EDUCATION, TEACHING TECHNIQUES, AND PROPOSAL WRITING WERE DISCUSSED. EVALUATIONS FROM WORKSHOP PARTICIPANTS SHOWED THAT THE MOST PRESSING PROBLEMS IN CARRYING OUT ABE PROGRAMS ON INDIAN RESERVATIONS ARE MOTIVATION, RECRUITMENT, AND MATERIALS. (KM)

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ACCESSION NUMBER: ED075750

PUBLICATION DATE: MAY 72

TITLE: FAMILY INVOLVEMENT-COMMUNICATION SYSTEM (FICS): FICS: AN EXPANDED VIEW OF COUNSELOR CONSULTATION: NATIVE AMERICAN FAMILY INVOLVEMENT-COMMUNICATION SYSTEM (NAFICS) (A SERIES).

PERSONAL AUTHOR: DOBSON. RUSSELL L.: SHELTON. JUDITH E.

DESCRIPTOR: *AMERICAN INDIANS: *COMMUNICATION SKILLS: ELEMENTARY SCHOOL COUNSELORS: FAMILY ATTITUDES: FAMILY INFLUENCE: *FAMILY INVOLVEMENT: *FAMILY SCHOOL RELATIONSHIP: MODELS: *PARENT SCHOOL RELATIONSHIP: SCHOOL PERSONNEL: SCHOOLS: STUDENT PERSONNEL WORKERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

THE PURPOSE OF THIS MODEL IS THE IMPLEMENTATION OF A MULTI-FACETED FAMILY INVOLVEMENT-COMMUNICATION SYSTEM (FICS) WHICH HAS AS ITS MAJOR THRUST THE INVOLVEMENT OF THE FAMILY AS ACTIVE PARTNERS IN SCHOOL EXPERIENCES. THE MODEL PROVIDES TRAINING AND EXPERIENCES. THE MODEL PROVIDES TRAINING AND EXPERIENCES FOR TEACHERS. PRINCIPALS. PARENTS. AND GRADUATE STUDENTS IN INVOLVEMENT AND COMMUNICATIVE SKILLS. WITH SPECIAL EMPHASIS ON THE ELEMENTARY SCHOOL COUNSELOR AS AN IDEAL PERSON TO ORGANIZE AND COORDINATE A HUMAN RELATION "UMBRELLA" APPROACH TO CONSULTING SERVICES. THE NATIVE AMERICAN FAMILY INVOLVEMENT-COMMUNICATION SYSTEM (NAFICS) IS ALSO PRESENTED AS A THEORETICAL MODEL DESIGNED TO ASSIST LOW-INCOME NATIVE AMERICAN FAMILIES IN DEVELOPING THEIR LEADERSHIP POTENTIAL IN ORDER TO ASSUME SUBSTANTIVE ROLES AS PARA-PROFESSIONALS WORKING WITH OTHER PARENTS. TEACHERS. AND STUDENTS. GOALS OF FICS INCLUDE OPENING COMMUNICATION LINES. ASSESSMENT OF FAMILY NEEDS. AND PROVISION OF PRACTICAL EXPERIENCES IN PARENT INVOLVEMENT AND COMMUNICATION SKILLS FOR GRADUATE STUDENTS IN EDUCATION AND PSYCHOLOGY. (AUTHOR/SES)

ACCESSION NUMBER: ED075799

PUBLICATION DATE: MAY 73

TITLE: TEACHING READING TO THE AMERICAN INDIAN.

PERSONAL AUTHOR: RICH, GENE

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; INDIVIDUALIZED READING; PARENT SCHOOL RELATIONSHIP; *READING ACHIEVEMENT; *READING INSTRUCTION; READING MATERIALS; READING MATERIAL SELECTION; SELF CONCEPT; *STUDENT ATTITUDES; TEACHER AIDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE INTERNATIONAL READING ASSOCIATION (18TH, DENVER, MAY 1-4, 1973)

THE PROBLEMS OF INDIAN CHILDREN AS STUDENTS IN THE EDUCATIONAL SYSTEM, AND PARTICULARLY THE PROBLEMS ASSOCIATED WITH LEARNING TO READ, ARE DISCUSSED IN THIS PAPER. THE INDIAN CHILD IS NOT BASICALLY A COMPETITIVE INDIVIDUAL; HENCE, HE CANNOT UNDERSTAND THE TRADITIONAL CLASSROOM'S EMPHASIS UPON INDIVIDUAL ACHIEVEMENT. IN GENERAL, THE INDIAN STUDENT IS INVOLVED IN BEING, NOT IN BECOMING. THEREFORE, EDUCATION AS PREPARATION FOR THE FUTURE IS NOT A REALISTIC MOTIVE FOR HIM. RESEARCH SHOWS THAT MANY INDIAN CHILDREN RELY HEAVILY ON NONVERBAL MEANS OF EXPRESSION. THEY MUST FIRST BE TAUGHT TO SPEAK AND READ THEIR OWN LANGUAGE BEFORE ENGLISH LANGUAGE INSTRUCTION CAN BE SUCCESSFUL. THE FOLLOWING GUIDELINES ARE OFFERED AS RECOMMENDATIONS FOR THOSE INVOLVED WITH TEACHING READING TO AMERICAN INDIAN YOUTH: (1) IDENTIFY THE BASIC PREMISES OF INDIAN CULTURE, OR ANY CULTURE, WHICH REQUIRE AN ADJUSTMENT IN THE LEARNING SETTING. (2) REVIEW AND APPLY THE TEACHING STRATEGIES WHICH ARE APPLICABLE TO THE SPECIAL INSTRUCTIONAL PROBLEMS REPRESENTED BY INDIAN YOUTH. (3) RECOGNIZE INDIVIDUAL DIFFERENCES AMONG INDIAN STUDENTS AS WELL AS COLLECTIVE DIFFERENCES BETWEEN STUDENTS AND MAJORITY GROUPS. (4) FACILITATE THE ULTIMATE GOALS OF SELF-RELIANCE AND SELF-DIRECTION. (AUTHOR/TO)

ACCESSION NUMBER: ED075845

PUBLICATION DATE: 71

TITLE: AFRICAN AND INDIAN MYTHS: LITERATURE CURRICULUM, LEVELS C-D [GRADES THREE AND FOUR] ; TEACHER'S GUIDE.

DESCRIPTOR: AFRICAN CULTURE; *AFRICAN LITERATURE; *AMERICAN INDIAN CULTURE; CURRICULUM GUIDES; *ELEMENTARY EDUCATION; FOLK CULTURE; GRADE 3; GRADE 4; *LITERATURE; *MYTHOLOGY; TRIBES

IDENTIFIER: *OREGON ELEMENTARY ENGLISH PROJECT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

THIS CURRICULUM GUIDE IS INTENDED TO INTRODUCE ELEMENTARY SCHOOL STUDENTS TO AFRICAN AND AMERICAN INDIAN MYTHS. THE TWELVE AFRICAN MYTHS INCLUDED ARE SELECTED FROM TEN DIFFERENT TRIBES. THESE MYTHS ARE ORGANIZED INTO THE FOLLOWING CATEGORIES: (1) INTRODUCTION TO AFRICAN MYTHS, (2) TALES OF THE GODS, (3) TALES OF MAN, AND (4) ANIMAL TALES. SEVEN AMERICAN INDIAN MYTHS ARE ALSO PRESENTED. THE GUIDE INCLUDES TEACHING ACTIVITIES, QUESTIONS FOR CLASS DISCUSSION, AND NUMEROUS ILLUSTRATIONS. (SEE RELATED DOCUMENTS, CS 200 500-502, CS 200 504-508.) (DI)

ACCESSION NUMBER: ED075899

PUBLICATION DATE: FEB 73

TITLE: MULTI-CULTURAL ADMINISTRATOR TRAINING AND CULTURAL CHANGE.

PERSONAL AUTHOR: LYNCH, PATRICK D.

DESCRIPTOR: *ADMINISTRATOR EDUCATION; ADMINISTRATOR ROLE; *AMERICAN INDIANS; CHANGE AGENTS; *CULTURAL FACTORS; CULTURAL PLURALISM; EDUCATIONAL ADMINISTRATION; *EDUCATIONAL CHANGE; *EDUCATIONAL PROGRAMS; ETHNIC GROUPS; HIGHER EDUCATION; INSTITUTIONS; INTERNSHIP PROGRAMS; MINORITY GROUPS; MODELS; SPEECHES; VALUES

IDENTIFIER: *NATIVE AMERICAN ADMINISTRATOR PROGRAM; PENNSYLVANIA STATE UNIVERSITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (58TH, NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

A PROGRAM AT PENNSYLVANIA STATE UNIVERSITY IS DESCRIBED, WHEREIN AMERICAN INDIAN TRAINEES WITH SPECIAL KNOWLEDGES AND SKILLS NECESSARY TO CHANGING INSTITUTIONS ARE ENCOURAGED TO USE THESE SKILLS AND KNOWLEDGES IN AN EFFORT TO CHANGE FEDERAL, STATE, AND LOCAL PUBLIC AND PRIVATE INSTITUTIONS. CHANGING INSTITUTIONS TO BECOME RESPONSIVE TO CLIENTS IS THE MAIN GOAL OF THE TRAINING PROCESS. ONE ASSUMPTION UNDERGIRDING THE PROGRAM IS THAT ADMINISTRATOR BEHAVIOR IS MORE COMPLEX THAN THEORY-CONCEPT DEVELOPMENT AND TESTING, AND THAT ADMINISTRATOR BEHAVIORS DEMANDED IN MULTICULTURAL SETTINGS REQUIRE RECOGNITION AND ANALYSIS. A SECOND PREMISE IS THAT GROUP SOLIDARITY IS ESSENTIAL FOR CREATING A CRITICAL MASS FOR CHANGE IN AN INSTITUTION. ENCOURAGING TRAINEES TO KEEP CULTURAL LOYALTIES, MAINTAIN THEIR INTEGRITY, AND BECOME INVOLVED IN TASKS IS AN ESSENTIAL PART OF THE TRAINING PROCESS. THE AGGREGATE MODEL IS THE INSTITUTIONAL CHANGE MODEL. CLIENTS' INVOLVEMENT IN INSTITUTIONAL CHANGE IS THE TEST OF THE TRAINEES' SKILLS AND VALUE COMMITMENT. FINALLY, VALUE COMMITMENTS ARE RECOGNIZED AND MADE EXPLICIT. (AUTHOR)

ACCESSION NUMBER: ED076266

PUBLICATION DATE: JUN 71

TITLE: EVALUATION OF NAVAJO COMMUNITY COLLEGE, SUMMARY. FINAL REPORT JUNE, 1971.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE ENVIRONMENT; *COMMUNITY COLLEGES; CULTURE; CURRICULUM; ETHNIC GROUPS; *EVALUATION; *MANPOWER UTILIZATION; ORGANIZATION; *PROGRAMED INSTRUCTION; PROJECTS; STUDENTS

IDENTIFIER: *NAVAJO COMMUNITY COLLEGE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 63P.

THE FINAL REPORT REPRESENTED A CULMINATION OF A 2 YEAR ASSESSMENT OF THE OPERATION AND IMPACT OF THE FIRST INSTITUTION OF HIGHER LEARNING UNDER INDIAN CONTROL, NAVAJO COMMUNITY COLLEGE (CC) AT MANY FARMS, ARIZONA. THE MAJOR PORTION OF THE DATA WERE COLLECTED FROM JULY, 1970 - MAY, 1971, ALTHOUGH CONCLUSIONS CAN BE BASED ON EVALUATION WHICH BEGAN IN JULY, 1969. THE FIRST YEAR OF THE EVALUATION BY PACIFIC TRAINING AND TECHNICAL ASSISTANCE CORPORATION PTTA COVERED 7 NEED AREAS: ORGANIZATION, BUDGET AND FINANCE, COMMUNICATION, STUDENTS AND STUDENT SERVICES, CURRICULUM, SPECIAL SERVICES, AND PLANNING. THE SECOND YEAR SHOWED A NEED FOR A DEVELOPMENTAL EVALUATION STRATEGY. THREE STANDARD TESTS WERE USED TO COLLECT DATA--AMERICAN COLLEGE TEST, KUDER OCCUPATIONAL INVENTORY SURVEY, AND COLLEGE AND UNIVERSITY ENVIRONMENT SCALES. IN ADDITION, PTTA DEVELOPED 4 TESTING INSTRUMENTS--ORGANIZATIONAL CHARACTERISTICS INVENTORY, STUDENT QUESTIONNAIRE, STUDENT INTERVIEW, AND DROP SURVEY FORM--TO COLLECT DATA ON STUDENT INTEREST, NEEDS, AND ACCOMPLISHMENTS AS WELL AS THE ORGANIZATIONAL CHARACTERISTICS OF THE COLLEGE. CONCLUSIONS OF THIS REPORT DEALT WITH NCC AND THE NAVAJO TRIBE, NCC AND INDIAN EDUCATION, NCC AND THE OFFICE OF ECONOMIC OPPORTUNITY, AND THE NCC EXPERIMENT: RESULTS TO DATE. (FF)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 ($0.95 MF, $3.00 HC)

ACCESSION NUMBER: ED076269

PUBLICATION DATE: 27 MAR 73

TITLE: POLITICS OF LOCAL CONTROL: RAMAH NAVAJO COMMUNITY FORMS A SCHOOL.

PERSONAL AUTHOR: NORRIS, ROBERT

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY SCHOOLS; *CURRICULUM DESIGN; EDUCATIONAL PROGRAMS; PROGRAM CONTENT; *SCHOOL COMMUNITY RELATIONSHIP; *SCHOOL DISTRICT AUTONOMY; *SELF DIRECTED GROUPS

IDENTIFIER: *RAMAH NAVAJO HIGH SCHOOL

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, SAN ANTONIO, TEXAS, 25-27 MARCH 1973

FOR MORE THAN 100 YEARS THE NATIVE AMERICANS OF THE U.S. HAVE BEEN DOMINATED ECONOMICALLY, SOCIALLY, EDUCATIONALLY, AND CULTURALLY BY THE LARGER SOCIETY IN WHICH THEY LIVE. THE U.S. GOVERNMENT HAS SET POLICIES, PRIMARILY THROUGH THE BUREAU OF INDIAN AFFAIRS (BIA), WITHOUT CONSULTING NATIVE AMERICANS. THE RAMAH NAVAJO COMMUNITY EXPERIENCED RELATIVELY GREATER FEDERAL AND LOCAL DOMINATION BECAUSE OF THEIR ISOLATION FROM THE LARGER NAVAJO RESERVATION. IN FEBRUARY, 1970, THE RAMAH NAVAJO COMMUNITY VOTED 44-0 TO CREATE A SCHOOL BOARD. THE 44 REPRESENTED THE INTENT OF THE ENTIRE NAVAJO COMMUNITY TO ASSUME RESPONSIBILITY FOR CONTROL OF THE ALREADY EXISTING SCHOOL. ON MARCH 25-27 THE SCHOOL BOARD RECEIVED SUPPORT FROM REPRESENTATIVES AND SENATORS AND EVENTUALLY FROM THE BIA. THE CURRICULUM STRESSED THE BICULTURAL SETTING. MANY OF THE TRADITIONAL SUBJECTS TAUGHT IN PUBLIC SCHOOLS WERE INCLUDED WITH ADAPTATIONS, I.E., ENGLISH WAS CLASSIFIED AS A FOREIGN LANGUAGE. PHYSICAL EDUCATION STRESSED CONTINUING LEISURE ACTIVITIES RATHER THAN PURE CALISTHENICS. THE CURRICULUM ATTEMPTED TO COMBINE NAVAJO CULTURE, INTERNATIONAL HUMANISTIC VALUES, AND COMPETENCE IN INDIVIDUALLY CHOSEN FIELDS. (FF)

ACCESSION NUMBER: ED076273

PUBLICATION DATE: JUN 73

TITLE: INDIAN PARENT INVOLVEMENT IN EDUCATION: A BASIC SOURCE BOOK.

PERSONAL AUTHOR: BIGLIN, JAMES E.; PRATT, WAYNE

DESCRIPTOR: *AMERICAN INDIANS; *BOARD OF EDUCATION POLICY; *BOARD OF EDUCATION ROLE; COMPARATIVE ANALYSIS; CURRICULUM; EDUCATIONAL FINANCE; FEDERAL GOVERNMENT; *PARENT SCHOOL RELATIONSHIP; PARENT STUDENT RELATIONSHIP; *POLICY; PUBLIC SCHOOL SYSTEMS; SCHOOL ADMINISTRATION; SCHOOLS; STATE SCHOOL DISTRICT RELATIONSHIP; STUDENT SCHOOL RELATIONSHIP; TRUSTEES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 126P.; SLIDE/CASSETTE PRESENTATIONS (IN NAVAJO AND ENGLISH) TO ACCOMPANY THIS SOURCE BOOK ARE AVAILABLE ON A SPECIAL ORDER BASIS

THE SOURCE BOOK IS DESIGNED FOR PARENTS OF AMERICAN INDIAN CHILDREN. THE PRIMARY OBJECTIVES ARE TO PROVIDE: BASIC INFORMATION ON THE OPERATION OF FEDERAL AND PUBLIC SCHOOLS; PRACTICAL SUGGESTIONS ON HOW PARENTS CAN BECOME INVOLVED; AND GUIDELINES FOR THE PARENTS TO BETTER PREPARE THEIR CHILDREN FOR EDUCATIONAL SUCCESS. TOPICS INCLUDE DUTIES OF ADMINISTRATORS, SCHOOL SERVICES, FUNDING, CURRICULUM, PARENT-TEACHER RELATIONSHIPS, PARENTS' ROLE IN MOTIVATING THE CHILD, AND A SELF-HELP GUIDE FOR A BEHAVIOR MODIFICATION PROGRAM AT HOME. ALSO AVAILABLE WITH THIS SOURCE BOOK ARE 2 SLIDE/CASSETTE PRESENTATIONS. THEY ARE "HELP BEGINS AT HOME": A PRESENTATION DESIGNED TO PROVIDE INDIAN PARENTS WITH PRACTICAL SUGGESTIONS FOR PREPARING THEIR PRE-SCHOOL CHILDREN FOR SCHOOL; AND "PASSING OF THE SUN": A PRESENTATION WHICH PROVIDES INFORMATION ON SCHOOL OPERATIONS, ADMINISTRATION, AND PARENTAL INVOLVEMENT. (AUTHOR/FF)

AVAILABILITY: NORTHERN ARIZONA UNIVERSITY, BOX 5774, FLAGSTAFF, ARIZ. 86001 ($1.95)

ACCESSION NUMBER: ED076274

PUBLICATION DATE: AUG 72

TITLE: AN EVALUATION OF THE JOHNSON-O'MALLEY PROGRAM: MUSKOGEE AREA, BUREAU OF INDIAN AFFAIRS.

PERSONAL AUTHOR: COOMBS, MADISON L.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *FEDERAL PROGRAMS; *PROGRAM EVALUATION; *STATE FEDERAL AID

IDENTIFIER: *JOHNSON O MALLEY ACT; OKLAHOMA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 44P.

THE JOHNSON-O'MALLEY ACT (JOM), PASSED BY CONGRESS IN 1934, AUTHORIZED THE BUREAU OF INDIAN AFFAIRS (BIA) TO CONTRACT WITH THE STATES AND OTHER POLITICAL ENTITIES FOR EDUCATIONAL SERVICES TO AMERICAN INDIANS. ALTHOUGH THE RATIONALE FOR THE JOM PROGRAM WAS NOT UNDERSTOOD WELL BY A HIGH PROPORTION OF THE INDIAN PATRONS OF PUBLIC SCHOOLS OR BY THE SCHOOL ADMINISTRATORS, THE NATURE OF JOM FUNDING AND RECENT DEVELOPMENTS MADE THE EVALUATION OF THESE PROGRAMS AN INEVITABLE REQUIREMENT. IN APRIL, 1972, THE MUSKOGEE AREA OFFICE OF THE BIA SENT THE INDIAN EDUCATION SECTION OF THE OKLAHOMA STATE DEPARTMENT OF EDUCATION A 1 PAGE SET OF SUGGESTIONS FOR EVALUATING AND MONITORING JOM PROJECTS. THIS DOCUMENT WAS SHOWN IN ITS ENTIRETY. ABOUT A MONTH LATER THE BIA OFFICE IN ALBUQUERQUE, WHICH HANDLES THE JOM PROGRAM, FORWARDED TO THE MUSKOGEE AREA OFFICE A SIMILAR AND COMPREHENSIVE QUESTIONNAIRE WHICH WAS THEN FORWARDED TO THE OKLAHOMA STATE DEPARTMENT OF EDUCATION. THE RETURNS SHOWED AN ALMOST TOTAL LACK OF STANDARDIZED EVALUATION TEST DATA. RECOMMENDATIONS FROM THE SCHOOLS STRESSED THE NEED FOR INSERVICE TRAINING OF PERSONNEL AND CHANGES IN THE PROGRAM. (FF)

ACCESSION NUMBER: ED076275

PUBLICATION DATE: 70

TITLE: THIS LAND IS OUR LAND: THE AMERICAN INDIAN IN AMERICAN SOCIETY, 1970.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL DIFFERENCES; *ESKIMOS; ETHNIC GROUPS; EVALUATION; *NONRESERVATION AMERICAN INDIANS; RELIGIOUS CULTURAL GROUPS; RELOCATION; *RESERVATIONS (INDIAN); *SOCIOECONOMIC STATUS; YOUTH PROGRAMS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 40P.

IN FEBRUARY 1969, THE EXECUTIVE COUNCIL OF THE EPISCOPAL CHURCH ESTABLISHED A NATIONAL COMMITTEE ON (AMERICAN) INDIAN WORK (NCIW). THIS WAS IN KEEPING WITH THE GENERAL CONVENTION OF THE EPISCOPAL CHURCH'S POLICY OF SUPPORTING SELF-DETERMINATION AMONG THE POOR AND THE POWERLESS IN AMERICAN SOCIETY. THIS DOCUMENT IS THE NCIW'S ANALYSIS OF THE SITUATION OF THE AMERICAN INDIAN. THE COMMITTEE HAS 10 INDIAN MEMBERS, ELECTED IN 1969 BY 5 REGIONAL CONFERENCES OF INDIANS RELATED TO THE EPISCOPAL CHURCH IN: THE GREAT LAKES AREA, THE NORTHERN PLAINS, THE NORTHWEST, THE SOUTHWEST, AND ALASKA. THERE WERE ALSO 5 BISHOPS WHOSE DIOCESES INCLUDE SIGNIFICANT INDIAN POPULATIONS. MAJOR TOPICS WERE: IDENTITY OF AN INDIAN, CULTURE AND VALUE CONTRAST, INDIANS IN SOCIETY, CHURCHES' RELATIONSHIP TO INDIANS AND ESKIMOS, INDIAN ISOLATION, INDIAN SITUATION TODAY, RURAL AND URBAN INDIANS, PROBLEMS OF INDIAN YOUTH, AND A FEW GENERAL OBSERVATIONS OF THE INDIAN'S SITUATION TODAY. (FF)

ACCESSION NUMBER: ED076277

PUBLICATION DATE: 73

TITLE: NATIVE AMERICAN POLITICS: POWER RELATIONSHIPS IN THE WESTERN GREAT BASIN TODAY.

PERSONAL AUTHOR: HOUGHTON, RUTH M., ED.

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; *AREA STUDIES; CASE STUDIES; *CONFERENCES; FEDERAL LEGISLATION; FEDERAL PROGRAMS; LOCAL GOVERNMENT; *POLITICAL INFLUENCES; *POWER STRUCTURE; RACE RELATIONS; RESERVATIONS (INDIAN)

IDENTIFIER: *GREAT BASIN; NEVADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 129P.; PAPERS PREPARED FOR A SYMPOSIUM PRESENTED AT THE GREAT BASIN ANTHROPOLOGICAL CONFERENCE, SALT LAKE CITY, UTAH, SEPTEMBER 2, 1972

PREPARED FOR A SYMPOSIUM PRESENTED SEPTEMBER 1972 AT THE GREAT BASIN ANTHROPOLOGICAL CONFERENCE (SALT LAKE CITY) THESE PAPERS REPRESENT POLITICAL AND ETHNOLOGICAL RESEARCH ON WESTERN GREAT BASIN INDIANS. THE TOPICS INCLUDE (1) "DEVELOPING POLITICAL POWER IN TWO SOUTHERN PAIUTE COMMUNITIES", (2) "CHANNELS OF POLITICAL EXPRESSION AMONG THE WESTERN SHOSHONE-GOSHUTE OF NEVADA", (3) "FACTIONALISM IN A NORTHERN PAIUTE TRIBE AS A CONSEQUENCE OF THE INDIAN REORGANIZATION ACT", (4) "RESERVATION POLITICS AND OEO COMMUNITY DEVELOPMENT, 1965-1971", (5) "THE ROLE OF THE B.I.A. ON THE RESERVATION: PATRON OR CLIENT?", (6) "POLITICAL RESOURCES AVAILABLE THROUGH THE WHEELER-HOWARD ACT: A CASE STUDY", (7) "THE STATUS OF INDIANS IN NEVADA LAW", AND (8) "INDIAN TRIBAL GOVERNMENTS IN NEVADA". THE REMAINING PART OF THE VOLUME CONSISTS OF 4 PERSONS' COMMENTS ON THE PAPERS. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (HBC)

AVAILABILITY: BUREAU OF GOVERNMENTAL RESEARCH, UNIVERSITY OF NEVADA, RENO, NEVADA 89507 ($2.00)

ACCESSION NUMBER: ED076280

PUBLICATION DATE: 72

TITLE: LOOK TO THE MOUNTAIN TOP.

PERSONAL AUTHOR: JONES, CHARLES, ED.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; CULTURAL BACKGROUND; ETHNIC GROUPS; HANDICRAFTS; LAWS; *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); SOCIOECONOMIC BACKGROUND; *TRIBES; UNITED STATES HISTORY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 121P.

CULTURAL BACKGROUND AND THE CONTEMPORARY SITUATION OF AMERICAN INDIANS IN THE UNITED STATES ARE COVERED IN THIS BOOK. THE FIRST SECTION OF THE BOOK COVERS INDIAN ART, LITERATURE, WOMEN'S RIGHTS, WARRIORS, RELIGION, FARMING, NATURAL RESOURCES, LAW, AND THE INDIAN AS THE FIRST AMERICAN. INCLUDED IN THE SECOND PART ARE: MAPS OF INDIAN LAND (1492-1972), HISTORY, WRITING SYSTEMS, STATIC IMAGES, ARTS AND CRAFTS, AND RECIPES. THERE ARE ALSO 160 BIBLIOGRAPHY LISTINGS AND 4 INDIAN JOURNALS CITED. (FF)

AVAILABILITY: AMERICAN AIRLINES INDIAN BOOK, 633 THIRD AVENUE, NEW YORK, N.Y. 10017 ($3.95)

ACCESSION NUMBER: ED076281

PUBLICATION DATE: JAN 73

TITLE: A COMPILATION OF LAWS PERTAINING TO INDIANS. STATE OF MAINE.

DESCRIPTOR: *AMERICAN INDIANS; EDUCATION; FORESTRY; HOUSING; *LAWS; *LEGAL RESPONSIBILITY; *STATE AGENCIES; *STATE LEGISLATION; WELFARE SERVICES

IDENTIFIER: *MAINE; PASSAMAQUODDIES; PENOBSCOTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 50P.

THE DOCUMENT IS A COMPILATION OF LAWS PERTAINING TO THE AMERICAN INDIANS IN THE STATE OF MAINE. THESE LAWS ARE COMPILED FROM: (1) THE MAINE REVISED STATUTES OF 1964 AND AMENDMENTS THROUGH 1972; (2) THE CONSTITUTION OF MAINE; AND (3) THE CURRENT RESOLVES AND PRIVATE AND SPECIAL LAWS. MAJOR TOPICS ARE: EDUCATION, ELECTIONS, FISH AND GAME, FORESTRY, HEALTH AND WELFARE, HIGHWAYS, HOUSING, TRIBES, LEGISLATURE, MOTOR VEHICLE TAXES, AND TREATIES. ALSO INCLUDED ARE MISCELLANEOUS PROVISIONS SUCH AS LIQUOR AND PUBLIC DUMPS. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.](FF)

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ACCESSION NUMBER: ED076292

PUBLICATION DATE: APR 73

TITLE: THE HISTORY OF THE EDUCATION OF THE ALASKAN ESKIMO.

PERSONAL AUTHOR: FELDMAN, DOUGLAS A.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; ECONOMIC FACTORS; *EDUCATIONAL HISTORY; *ESKIMOS; INDUSTRY; *LIVING STANDARDS

IDENTIFIER: ALASKA; BIA; *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 40P.; PAPER PRESENTED AT THE NORTHEAST ANTHROPOLOGICAL ASSOCIATION MEETING, BURLINGTON, VERMONT, APRIL 1973

THE DEVELOPMENT OF FORMAL EDUCATION FOR THE ALASKAN ESKIMO WAS TRACED BACK TO THE 1799 SCHOOLS OPERATED BY THE RUSSIAN AMERICAN COMPANY THROUGH THE CURRENT EXPANSION OF BUREAU OF INDIAN AFFAIRS SCHOOLS. IT WAS MAINTAINED THAT THE GROWTH OF THESE EDUCATIONAL INSTITUTIONS UNDERMINED TRADITIONAL ESKIMO VALUES, SELF RESPECT AND CONFIDENCE, AND GENERAL MODES OF LIVING. RECENT ATTEMPTS TO CORRECT THIS DILEMMA USING ESKIMO LEGENDS AND THE ARCTIC PHYSICAL AND SOCIAL ENVIRONMENT WERE DESCRIBED. THIS PAPER ALSO FOCUSES UPON THE ESKIMO'S FUTURE, USING INDUSTRY AND NATURAL RESOURCES. A FEW RECOMMENDATIONS FOR EFFECTING CHANGE ARE OFFERED, SUCH AS: (1) FORMAL EDUCATION SHOULD BE OF THE HIGHEST QUALITY; AND (2) TEACHERS SHOULD BE NATIVE OR AT LEAST ALASKAN AND PREFERABLY TEACH IN THE NATIVE TONGUE IN LOWER ELEMENTARY GRADE LEVELS. (AUTHOR/FF)

ACCESSION NUMBER: ED076296

PUBLICATION DATE: JUN 73

TITLE: STRENGTHENING NAVAJO EDUCATION.

DESCRIPTOR: *ALTERNATIVE SCHOOLS; *AMERICAN INDIANS; BOARDING SCHOOLS; COMMUNITY CONTROL; *EDUCATIONAL ADMINISTRATION; *EDUCATIONAL PHILOSOPHY; *EDUCATIONAL TRENDS; ENROLLMENT TRENDS; FEDERAL PROGRAMS; PAROCHIAL SCHOOLS; PROBLEMS; PUBLIC SCHOOLS

IDENTIFIER: *NAVAJOS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 48P.

THE MONOGRAPH ASSERTED THAT THE FOCUS OF NAVAJO EDUCATION SHOULD BE ON THE GROWTH AND DEVELOPMENT OF NAVAJO CHILDREN AND THE ADVANCEMENT OF NAVAJO COMMUNITIES. THE PRESENT SYSTEM DEVELOPED NEGATIVE, ANTI-SCHOOL FEELINGS IN MANY ADULTS AND CHILDREN. CHANGES AND IMPROVEMENTS WERE URGED. THE DOCUMENT ASSUMED THAT PERSONS CONCERNED WITH NAVAJO EDUCATION WOULD HAVE FIRSTHAND NAVAJO EDUCATIONAL EXPERIENCES AND THEY WOULD CONDUCT NECESSARY RESEARCH IN THESE FIELDS: SCHOOL BOARD NEEDS, SPECIAL EDUCATION NEEDS, AND PUPIL PERSONNEL SERVICES. THE NAVAJOS ALSO PROPOSED TAKING ANOTHER STEP--THE ESTABLISHMENT OF A TRIBAL EDUCATION AGENCY. THEIR RESEARCH REVEALED NO OTHER SIGNIFICANT ALTERNATIVE TO THE CURRENT SYSTEMS WHICH FAIL TO MEET MANY IMPORTANT NEEDS. PRIMARILY, THESE NEEDS RELATED TO THE MAINTENANCE, GROWTH, AND HAPPINESS OF THE NAVAJO PEOPLE ON THE RESERVATION AND IN THE GREATER AMERICAN SOCIETY. TOPICS COVERED WERE (1) THE NAVAJO TRIBE; (2) PROBLEMS CONFRONTING THE NAVAJOS; (3) EDUCATIONAL ALTERNATIVES; AND (4) THE TRIBAL EDUCATION AGENCY. A BIBLIOGRAPHY AND APPENDIX OF TRIBAL RESOLUTIONS ENDED THE DOCUMENT. (AUTHOR/FF)

AVAILABILITY: NAVAJO TRIBE, WINDOW ROCK, NAVAJO NATION, ARIZONA 86515 ($6.00)

ACCESSION NUMBER: ED076298

PUBLICATION DATE: 72

TITLE: THE AMERICAN INDIAN READER: EDUCATION.

PERSONAL AUTHOR: HENRY, JEANETTE, ED.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; CIVIL RIGHTS; *CULTURAL BACKGROUND; *CURRICULUM; *EDUCATION; ETHNIC STEREOTYPES; LEGAL RESPONSIBILITY; RESERVATIONS (INDIAN); TRIBES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 300P.; BOOK TWO OF A SERIES IN EDUCATIONAL PERSPECTIVES

ANALYZING AMERICAN INDIAN EDUCATION, THE BOOK IS THE SECOND IN A SERIES DESIGNED FOR CLASSROOM USE, TEACHER PREPARATION, AND THE GENERAL READER. A COLLECTION OF THE MOST IMPORTANT ARTICLES PUBLISHED IN "THE INDIAN HISTORIAN" DURING THE LAST 7 YEARS, THE BOOK ALSO INTRODUCES NEW MATERIALS PREPARED SPECIFICALLY FOR THE SERIES. THE CONTENTS COVER 7 EDUCATIONAL AREAS: APPROACH AND PHILOSOPHY; LESSONS OF HISTORY; PROBLEMS OF TODAY; CRITIQUE AND EVALUATION; FILM AND BOOK REVIEWS; "RELEVANT" EDUCATION; AND A CURRICULUM SAMPLING. SUBJECTS HAVE BEEN ARRANGED FOR RESOURCE USE AND SUGGEST A GUIDE TO STUDY IN EACH AREA. THIS BOOK ATTEMPTS TO PRESENT IDEAS AS WELL AS INFORMATION. CERTAIN IDEAS ARE OFFERED TO STIMULATE DISCUSSION AND TO DEVELOP MORE STUDENT PARTICIPATION, I.E., TEACHERS MUST RECOGNIZE THAT IDENTITY WITH ONE'S HERITAGE IS NATURAL, USUALLY A CHERISHED POSSESSION THAT CANNOT BE DEMEANED, DISCREDITED, OR DEVALUED. (FF)

AVAILABILITY: INDIAN HISTORIAN PRESS, INC., AMERICAN INDIAN EDUCATIONAL PUBLISHERS, SAN FRANCISCO, CALIF. 94117 ($3.00 PLUS HANDLING)

ACCESSION NUMBER: ED076300

PUBLICATION DATE: 72

TITLE: WASHINGTON STATE JOHNSON-O'MALLEY INDIAN EDUCATION. 1971-72 ANNUAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *FEDERAL AID; *FEDERAL STATE RELATIONSHIP; PUBLIC SCHOOLS; *SCHOOL FUNDS

IDENTIFIER: *JOHNSON O MALLEY ACT; WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 40P.

THE JOHNSON-O'MALLEY (JOM) ACT OF 1934, AMENDED IN 1936, AUTHORIZES THE SECRETARY OF INTERIOR TO ENTER INTO A CONTRACT WITH ANY STATE WHICH HAS LEGAL AUTHORITY AND RESPONSIBILITY FOR THE EDUCATION OF AMERICAN INDIAN CHILDREN RESIDING THERE. THE SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF WASHINGTON, IS LEGALLY RESPONSIBLE FOR STATE SCHOOLS AND THEREFORE THE OFFICIAL CONTRACTEE FOR JOM FUNDS. THIS 1972 ANNUAL REPORT ON INDIAN EDUCATION PROGRAMS DISCUSSES: (1) JOM'S HISTORICAL BACKGROUND; (2) CONTEMPORARY POLICY; (3) INDIVIDUAL PROJECT DESCRIPTIONS; (4) INDIAN ENROLLMENT; (5) JOM PROJECT EMPHASES--FISCAL YEAR 1972; (6) JOM BUDGET APPROVALS IN 7 MAJOR AREAS, E.G., ACADEMIC ACHIEVEMENT AND SUPPLEMENTARY STUDENT SUPPORT; (7) DROPOUT STATISTICS; AND (8) STATEMENTS FROM LOCAL PEOPLE IN DIFFERENT SCHOOL DISTRICTS. (FF)

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ACCESSION NUMBER: ED076301

PUBLICATION DATE: AUG 72

TITLE: THE INDIAN IN THE CLASSROOM: READINGS FOR THE TEACHER WITH INDIAN STUDENTS.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; BIAS; BIBLIOGRAPHIES; CONFLICT; *CULTURAL AWARENESS; *CULTURAL FACTORS; LEGAL RESPONSIBILITY; *STUDENT ADJUSTMENT

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 311P.

THE STATUS OF THE AMERICAN INDIAN IN SOCIETY, PARTICULARLY IN EDUCATION, IS THE FOCUS OF THIS PUBLICATION. READINGS ARE SELECTED FOR THE NON-PROFESSIONAL WHO IS INTERESTED IN OR WORKING WITH INDIANS. MANY TEACHERS, ADMINISTRATORS, AND OTHERS INVOLVED WITH INDIAN AFFAIRS HAVE LONG NOTED THE NEED FOR A CONVENIENT SOURCE OF NON-TECHNICAL INFORMATION ON INDIAN CULTURE, HISTORY, AND EDUCATION. THIS BOOK OF READINGS TRIES TO FILL THAT NEED. THE BOOK IS DIVIDED INTO 8 SECTIONS, 7 OF WHICH ARE DEVOTED TO DIFFERENT TOPICS OF INTEREST TO TEACHERS. THE EIGHTH INCLUDES BIBLIOGRAPHIES OF HIGH SCHOOL LEVEL BOOKS (MAJORITY ARE ANNOTATED), RECORDS, NEWSPAPERS, AND MOVIES ABOUT AMERICAN INDIANS. THE CONTENTS OF THIS BOOK ARE: (1) INDIAN CONTRIBUTIONS TO AMERICAN SOCIETY; (2) DEALING WITH OTHER CULTURES; (3) INDIAN CULTURAL VALUES; (4) INDIAN HISTORY SINCE THE COMING OF THE WHITES; (5) CONTEMPORARY INDIAN AFFAIRS; (6) THE INDIAN IN THE CLASSROOM; (7) MONTANA INDIAN GROUPS; AND (8) BIBLIOGRAPHY OF AMERICAN INDIAN MATERIALS. (FF)

AVAILABILITY: ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88001 (ON LOAN)

ACCESSION NUMBER: ED076302

PUBLICATION DATE: 15 JUN 73

TITLE: HIGHER EDUCATION EVALUATION; STUDENT CHARACTERISTICS AND OPINIONS. RESEARCH AND EVALUATION REPORT SERIES NO. 20-A.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE STUDENTS; COUNSELING SERVICES; FEDERAL PROGRAMS; *HIGHER EDUCATION; *PROGRAM EVALUATION; SCHOOL SURVEYS; *STUDENT CHARACTERISTICS; *STUDENT OPINION; TABLES (DATA)

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 88P.

THE FIRST OF A SERIES OF EVALUATIONS OF THE BUREAU OF INDIAN AFFAIRS (BIA) HIGHER EDUCATION PROGRAM, THE REPORT FOCUSED ON THE CHARACTERISTICS AND OPINIONS OF 2,736 AMERICAN INDIAN AND NATIVE ALASKAN STUDENTS WHO RECEIVED FINANCIAL ASSISTANCE FROM THIS PROGRAM. DEMOGRAPHIC DATA WERE DEPICTED IN GRAPHS WHICH GENERALLY RELATED TO AVAILABLE COUNSELING SERVICES AND STUDENT PROBLEMS IN COLLEGE. THE MAJOR FINDINGS INDICATED THAT: (1) 77% OF THE STUDENTS WERE IN THE 18-25 YEAR AGE GROUP; (2) THE EDUCATIONAL LEVEL OF PARENTS WAS LOW, ALTHOUGH PARENTS WERE PRIME MOTIVATORS FOR ATTENDANCE IN COLLEGE; (3) 16% ATTENDED BIA HIGH SCHOOLS; (4) 65% UTILIZED AVAILABLE COUNSELING SERVICES; AND (5) INADEQUATE PREPARATION FOR COLLEGE RESULTED IN POOR STUDY HABITS AND A LACK OF MOTIVATION. (HBC)

ACCESSION NUMBER: ED076303

PUBLICATION DATE: JUN 73

TITLE: MANY VOICES SPEAK. A STATE-OF-THE-ART PAPER ON CURRICULUM DEVELOPMENT FOR OCCUPATIONAL EDUCATION OF INDIANS.

PERSONAL AUTHOR: TOWNE, DOUGLAS C.; LEE, CHERYL H.

DESCRIPTOR: *AMERICAN INDIANS; CURRICULUM; *EDUCATION; INFORMATION SOURCES; NONRESERVATION AMERICAN INDIANS; *OCCUPATIONS; PARTICIPANT INVOLVEMENT; *POLICY FORMATION; PROGRAM DESCRIPTIONS; *RESOURCE MATERIALS; SKILLS

IDENTIFIER: NORTHWEST INDIAN COUNCIL ON EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 231P.

THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY PROVIDED TECHNICAL ASSISTANCE TO THE NORTHWEST INDIAN COUNCIL ON EDUCATION FOR A STUDY OF CURRICULUM DEVELOPMENT FOR INDIAN OCCUPATIONAL EDUCATION. THE PURPOSE OF THE STUDY WAS TWOFOLD: (1) TO PROVIDE POLICY SUGGESTIONS FOR THE CONSIDERATION OF THE CURRICULUM CENTER; AND (2) TO SUMMARIZE CURRICULUM DEVELOPMENT AND OCCUPATIONAL EDUCATION AS IT APPLIES TO INDIANS. THIS REPORT WAS DIVIDED INTO 6 MAJOR SECTIONS. THE FIRST 3 SECTIONS PRESENTED A VARIETY OF STATEMENTS WHICH REPRESENTED THE DIVERSITY AND BREADTH OF THE EXISTING KNOWLEDGE BASE. AN ATTEMPT WAS MADE TO PRESENT THE MANY VOICES OF NATIVE AMERICANS FOR EDUCATION, CURRICULUM DEVELOPMENT, AND POLICY PARTICIPATION. FOLLOWING THE "MANY VOICES SPEAK" SECTIONS, EDUCATIONAL PROGRAMS AVAILABLE TO INDIANS WERE DESCRIBED. RESOURCES WERE PRESENTED (E.G., LITERATURE, ORGANIZATIONS, AUDIO-VISUAL) FOR CONCERNED INDIANS AND NON-INDIANS. RECOMMENDATIONS SUGGESTED A SERIES OF WORKSHOPS TO REVIEW THE CONTENT OF THIS STUDY. (FF)

ACCESSION NUMBER: ED076439

PUBLICATION DATE: DEC 65

TITLE: SOCIAL SCIENCE - HOW THE ANTHROPOLOGIST STUDIES MAN: CHUMASH INDIANS. A RESOURCE GUIDE FOR TEACHERS OF FOURTH GRADE GIFTED STUDENTS.

PERSONAL AUTHOR: ROBECK, MILDRED C.

DESCRIPTOR: *ACCELERATED COURSES; *AMERICAN INDIAN CULTURE; *ANTHROPOLOGY; BIBLIOGRAPHIC CITATIONS; COURSE CONTENT; CURRICULUM GUIDES; *GIFTED; GRADE 4; HIGH ACHIEVERS; READING MATERIALS; RESOURCE GUIDES; *SOCIAL SCIENCES

IDENTIFIER: CALIFORNIA; CALIFORNIA PROJECT TALENT; CALIFORNIA TALENT DEVELOPMENT PROJECT; *CHUMASH INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 67P.; WORKING DRAFT

THIS RESOURCE GUIDE WAS PREPARED FOR THE TEACHERS OF ACADEMICALLY TALENTED CHILDREN IN GRADE FOUR. AS PART OF THE CURRICULUM MATERIALS DEVELOPED FOR SPECIAL CLASS DEMONSTRATIONS, THIS GUIDE INDICATES A LEVEL AND DEPTH OF STUDY WHICH WAS FOUND TO BE REWARDING AND SATISFYING FOR GIFTED STUDENTS. BECAUSE OF THE PACE AT WHICH NEARLY ALL SPECIAL CLASS CHILDREN ACQUIRED THE INFORMATION PRESENTED IN BASIC CURRICULUM MATERIALS, NEW GOALS AND NEW APPROACHES WERE CONCEIVED. THE ORIENTATION FOR SOCIAL SCIENCE WAS ESSENTIALLY HUMANITARIAN, BUT THE CONTENT WAS ARRANGED TO ENABLE STUDENTS TO DISTINGUISH BETWEEN WHAT IS KNOWN AND WHAT IS BELIEVED--BETWEEN EVIDENCE AND HYPOTHESES. ALTHOUGH THE CONTENT OF THIS RESOURCE GUIDE IS THE CHUMASH INDIANS, THE QUESTIONS ARE ARRANGED FOR THE STUDY OF ANY OF THE CALIFORNIA TRIBES. THE CHOICE OF THIS PARTICULAR CULTURAL GROUP ENABLED THE CURRICULUM WRITERS TO BE SPECIFIC ABOUT THE PURPOSES, PROBLEMS AND TECHNIQUES WHICH WERE USED TO INVOLVE GIFTED CHILDREN IN THE SCIENTIFIC STUDY OF GROUPS OF PEOPLE. THE FIRST SECTION OF THE GUIDE INDICATES A SOCIAL SCIENCE FRAMEWORK FOR THE INTERMEDIATE GRADES WHICH EMPHASIZES THE CONCEPTS AND METHODS OF ANTHROPOLOGY. MAIN SECTIONS IN THE GUIDE ARE: SOCIAL SCIENCE FRAMEWORK; INTELLECTUAL PROCESSES; OBJECTIVES; INTRODUCTION OF THE UNIT; CONTENT AND TECHNIQUES; EVALUATION; BIBLIOGRAPHY; AND APPENDICES. (AUTHOR)

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ACCESSION NUMBER: ED076466

PUBLICATION DATE: 21 NOV 72

TITLE: ACCOUNTABILITY IN MINORITY TEACHER TRAINING: THE UNIVERSITY OF GEORGIA INDIAN TEACHER TRAINING PROGRAM.

PERSONAL AUTHOR: RICHBURG, JAMES R.; RICE, M. J.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL ACCOUNTABILITY; INTERNSHIP PROGRAMS; *MINORITY GROUP TEACHERS; PRESERVICE EDUCATION; PROGRAM DESCRIPTIONS; PROJECTS; SECONDARY EDUCATION; *SOCIAL STUDIES; SPEECHES; *TEACHER EDUCATION; TEACHING MODELS

IDENTIFIER: GEORGIA; *INDIAN TEACHER TRAINING PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.; PAPER PRESENTED AT CUFA SECTION, ANNUAL MEETING, NATIONAL COUNCIL FOR THE SOCIAL STUDIES (BOSTON, MASSACHUSETTS, NOVEMBER 21, 1972)

THIS PAPER DESCRIBES THE CONCEPTUALIZATION AND OPERATION OF A MODULAR ORGANIZED-ACCOUNTABILITY TEACHER TRAINING PROGRAM FOR FOURTEEN AMERICAN INDIAN TEACHER-TRAINEES. INDIAN TEACHER TRAINING PROGRAM (ITTP) GRADUATES WILL BE PREPARED TO TEACH SECONDARY SOCIAL STUDIES IN INDIAN SCHOOLS AS WELL AS OTHER SCHOOLS. HOPEFULLY, THESE TEACHERS WILL BE ABLE TO UTILIZE THE LOCAL COMMUNITIES AS A DATA SOURCE FOR SOCIAL STUDIES INSTRUCTION. THE PROGRAM IS CHARACTERIZED BY CAREFUL SPECIFICATION OF LEARNING OUTCOMES EMPHASIZING BOTH SUBJECT MATTER AND TEACHING STRATEGY COMPETENCIES, INTENSIVE INTERNSHIP SUPERVISION, AND, ACCOUNTABILITY FOR THE ACADEMIC PROGRAM, THE PROFESSIONAL TRAINING, AND THE INTERNSHIP TO THE SPONSORING AGENCY. SPECIAL PROBLEMS DEALT WITH INCLUDE TEACHER TRAINEE PERFORMANCE, OPERATIONALIZATION OF THE TRAINING PROGRAM, AND PROGRAM SUPPORT. IMPLICATIONS OF THIS PROGRAM FOR OTHER TEACHER PROGRAMS CALL FOR MORE INTENSIVE SUPPORT AND SUPERVISION OF TEACHER TRAINEES, A CAREFUL SPECIFICATION OF OBJECTIVES, AND PROVISIONS FOR THE APPLICATION OF SKILLS LEARNED IN THE TRAINING PROGRAM. A MAJOR IMPLICATION IS THAT SOCIAL STUDIES EDUCATORS CAN DEVELOP AND IMPLEMENT ACCOUNTABILITY MODELS. THE ITTP HAS PROVIDED AN OPPORTUNITY FOR TRAINEES AND STAFF TO ENGAGE IN A MEANINGFUL PROGRAM IN BI-CULTURAL EDUCATION. (AUTHOR/SJM)

ACCESSION NUMBER: ED076728

PUBLICATION DATE: 72

TITLE: BLACK, BROWN AND RED: THE MOVEMENT FOR FREEDOM AMONG BLACK, CHICANO AND INDIAN.

PERSONAL AUTHOR: DENBY, CHARLES, ED.

DESCRIPTOR: *ACTIVISM; AMERICAN INDIANS; BLACK POWER; *CIVIL DISOBEDIENCE; FEMINISM; *LABOR PROBLEMS; MAJORITY ATTITUDES; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; *POLITICAL ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 60P.

THIS PAMPHLET CONTAINS QUOTED VIEWPOINTS OF MINORITY GROUP MEMBERS, AND AIMS TO BRING THE PHILOSOPHY OF REVOLUTIONARY MARXIST-HUMANISM INTO A DIRECT DIALECTICAL RELATIONSHIP WITH THE MOVEMENT FOR LIBERATION WHICH IS COMING FROM MINORITIES, WOMEN, COLONIAL PEOPLES, AND THE WORKING MASSES. ONE ARTICLE IN THIS PAMPHLET, "LOS CHICANOS" IS IN SPANISH. (DM)

AVAILABILITY: NEWS & LETTERS COMMITTEES, 1900 E. JEFFERSON ST., DETROIT, MICH. 48207 ($0.75)

ACCESSION NUMBER: ED076839

PUBLICATION DATE: 20 OCT 72

TITLE: AN EVALUATION OF MANPOWER SERVICES AND SUPPORTIVE SERVICES TO AMERICAN INDIANS ON RESERVATIONS. FINAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; EMPLOYMENT PROGRAMS; FEDERAL PROGRAMS; JOB TRAINING; *MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *PROGRAM EVALUATION; SPECIAL PROGRAMS; VOCATIONAL DEVELOPMENT; VOCATIONAL TRAINING CENTERS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 216P.

AN ANALYSIS OF EFFORTS BEING UNDERTAKEN BY THE FEDERAL GOVERNMENT TO PROVIDE MUCH NEEDED MANPOWER AND FINANCIAL RESOURCES NECESSARY TO TACKLE UNEMPLOYMENT PLAGUING AMERICAN INDIANS, THIS STUDY INVENTORIES TEN MANPOWER SERVICES BEING OPERATED ON RESERVATIONS. THE PROGRAMS AND SERVICES EVALUATED INCLUDE: (1) CONCENTRATED EMPLOYMENT PROGRAM, (2) NEIGHBORHOOD YOUTH CORPS, (3) MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAM, (4) NATIONAL ASSOCIATION OF BUSINESS PROGRAM, (5) JOBS, (6) PUBLIC SERVICE CAREERS, (7) PUBLIC EMPLOYMENT PROGRAM, (8) WORK INCENTIVE PROGRAM, (9) EMERGENCY EMPLOYMENT ACT PROGRAM, AND (10) COOPERATIVE AREA MANPOWER PLANNING SYSTEM. IT IS THE HOPE OF THE RESEARCHERS THAT THE ASSESSMENTS OBTAINED WOULD PROVIDE THE FACTS NECESSARY FOR THE ANALYSIS AND EVENTUAL CONSTRUCTION OF A METHOD FOR ACCELERATING MOVEMENT OF MANPOWER SERVICE DELIVERY TO ALL RESERVATIONS ACROSS THE U.S. (AUTHOR/SN)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 (PB 213 030, MF $0.95, HC $6.75)

PART II: CITATIONS FROM

CURRENT INDEX TO JOURNALS IN EDUCATION

ACCESSION NUMBER: EJ058464

PUBLICATION DATE: MAY 72

TITLE: REGIONALISM IN INDIAN COMMUNITY CONTROL

PERSONAL AUTHOR: KLEINFELD, J. S.

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; *BOARDS OF EDUCATION; *COMMUNITY CONTROL; *REGIONAL COOPERATION; *SCHOOL DISTRICT AUTONOMY

IDENTIFIER: ALEUTIAN ISLANDS; ILIAKA

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 3; 7-14

ACCESSION NUMBER: EJ058511

PUBLICATION DATE: MAY 72

TITLE: PARENTAL ATTITUDES TOWARDS INDIAN EDUCATION

PERSONAL AUTHOR: BIGLIN, JAMES E.; WILSON, JACK

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; CURRICULUM; *EDUCATIONAL ATTITUDES; FAMILY CHARACTERISTICS; *PARENT ATTITUDES; *RESEARCH; SCHOOL DISTRICT AUTONOMY

IDENTIFIER: HOPIS; NAVAJOS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 3; 1-6

ACCESSION NUMBER: EJ058512

PUBLICATION DATE: MAY 72

TITLE: CULTURAL INVOLUTION

PERSONAL AUTHOR: RITZENTHALER, ROBERT E.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; CULTURAL AWARENESS; *CULTURE CONFLICT; *GENERATION GAP

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 3; 20-2

ACCESSION NUMBER: EJ059446

PUBLICATION DATE: MAY 72

TITLE: CANDID COMMENTS ON BUREAUCRATIC EDUCATION: ANNUAL INDIAN EDUCATION CONFERENCE

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCE REPORTS; *EDUCATIONAL ADMINISTRATION; *GOVERNMENT ROLE; *INDIVIDUAL POWER

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 3; 15-19

ACCESSION NUMBER: EJ059447

PUBLICATION DATE: MAY 72

TITLE: REVIEW OF AN OLD STEREOTYPE: "THE SILENT INDIAN"

PERSONAL AUTHOR: DLUGOKINSKI, ERIC

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *COUNSELING SERVICES; *ETHNIC STEREOTYPES; PUBLIC SCHOOLS; SOCIALIZATION; STUDENT SCHOOL RELATIONSHIP; VERBAL COMMUNICATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 3; 23-5

ACCESSION NUMBER: EJ059585

PUBLICATION DATE: MAY 72

TITLE: A LIGHT IN THE NIGHT

PERSONAL AUTHOR: ROESSEL, ROBERT A., JR.

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE ROLE; *COMMUNITY COLLEGES; *FINANCIAL SUPPORT; *PROGRAM DESCRIPTIONS

DISCUSSES THE NAVAJO COMMUNITY COLLEGE. (NQ)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 3; 26-9

ACCESSION NUMBER: EJ059614

PUBLICATION DATE: APR 72

TITLE: HERBERT HOOVER'S NEW ERA: A FALSE DAWN FOR THE AMERICAN INDIANS, 1929-1932

PERSONAL AUTHOR: PHILIP, KENNETH

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL PLURALISM; HIGHER EDUCATION; HISTORY; *HISTORY INSTRUCTION; RESOURCE MATERIALS; *UNITED STATES HISTORY

JOURNAL CITATION: ROCKY MOUNTAIN SOCIAL SCIENCE JOURNAL; 9; 2; 53-60

ACCESSION NUMBER: EJ059915

PUBLICATION DATE: F/W 71-72

TITLE: A COMMUNICATION SYSTEM FOR THE AMERICAN INDIAN IN HIGHER EDUCATION

PERSONAL AUTHOR: EDINGTON, EVERETT D.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION PROBLEMS; COUNSELING SERVICES; CURRICULUM DEVELOPMENT; FINANCIAL SUPPORT; *HIGHER EDUCATION; *RECRUITMENT; SPECIAL PROGRAMS

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 1; 22-5

ACCESSION NUMBER: EJ059924

PUBLICATION DATE: F/W 71-72

TITLE: GUIDANCE AND COUNSELING OF THE AMERICAN INDIAN COLLEGE STUDENT

PERSONAL AUTHOR: BROWN, EDDIE F.

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM PLANNING; *EDUCATIONAL COUNSELING; *GUIDANCE COUNSELING; *HIGHER EDUCATION

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 1; 28-9

ACCESSION NUMBER: EJ059938

PUBLICATION DATE: JUN 72

TITLE: NAVAJO WORLD VIEW AND CULTURE PATTERNS OF SPEECH: A CASE STUDY IN ETHNORHETORIC

PERSONAL AUTHOR: PHILIPSEN, GERRY

DESCRIPTOR: *AMERICAN INDIAN CULTURE; BELIEFS; CASE STUDIES; *CULTURAL BACKGROUND; LANGUAGE PATTERNS; *NAVAHO; PHILOSOPHY; *RHETORIC; SPEECH

IDENTIFIER: *ETHNORHETORIC

RHETORIC, FOR THE NAVAJO, IS FUNCTIONAL AS A MEANS TO RESTORE AND MAINTAIN ORDER, BALANCE, AND HARMONY. (AUTHOR)

JOURNAL CITATION: SPEECH MONOGRAPHS; 39; 2; 132-9

ACCESSION NUMBER: EJ060042

PUBLICATION DATE: JUL 22 72

TITLE: HEAD START IN THE GRAND CANYON

DESCRIPTOR: *AMERICAN INDIANS; *PHOTOGRAPHY; PRESCHOOL TEACHERS; TEACHING EXPERIENCE; *TEACHING TECHNIQUES

IDENTIFIER: HAVASUPAI INDIANS; HEAD START PROGRAMS

DESCRIBES THE ACTIVITIES OF A TEACHING COUPLE WHO USED "UNCONVENTIONAL METHODS WITH HAVASUPAI CHILDREN TO EASE THE TRANSITION FROM THE RESERVATION TO THE OUTSIDE WORLD." (EDITOR/SP)

JOURNAL CITATION: SATURDAY REVIEW; 55; 30; 34-7

ACCESSION NUMBER: EJ060103

PUBLICATION DATE: WIN 71

TITLE: SWAP SHOP

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY SERVICE PROGRAMS; COMMUNITY SERVICES; EDUCATIONALLY DISADVANTAGED; *JUNIOR COLLEGES; *MEXICAN AMERICANS; *MOBILE EDUCATIONAL SERVICES; RURAL EDUCATION

IDENTIFIER: CALIFORNIA

PALOMAR COMMUNITY COLLEGE (CALIFORNIA) HAS USED A MOBILE VAN WITH CLASSROOM AND TUTORIAL FACILITIES, COUNSELING AND INFORMATION SERVICES TO REACH INDIAN AND MEXICAN-AMERICAN STUDENTS IN THE AREA. (RN)

JOURNAL CITATION: COMMUNITY SERVICES CATALYST; 1; 1; 3-6

ACCESSION NUMBER: EJ060148

PUBLICATION DATE: JUN 72

TITLE: "IF YOU GIVE HIM SEEDS, HE'LL EAT FOREVER"

PERSONAL AUTHOR: MURPHY, BETTY

DESCRIPTOR: *AGRICULTURAL EDUCATION; AGRICULTURAL OCCUPATIONS; AGRICULTURAL TRENDS; *AMERICAN INDIANS; ETHNIC GROUPS; FEDERAL AID; MINORITY GROUPS

IDENTIFIER: HYDROPONICS; NEW MEXICO; PUEBLO INDIANS

FOCUSES ON AN OEO-FUNDED FARMING PROJECT THROUGH WHICH NORTHERN NEW MEXICO PUEBLO AMERICAN INDIANS ARE GROWING CROPS INDOORS IN NUTRITIVE WATER AND GRAVEL THROUGH A CULTIVATION PROCESS KNOWN AS HYDROPONICS. (RJ)

JOURNAL CITATION: OPPORTUNITY; 2; 5; 24

ACCESSION NUMBER: EJ060313

PUBLICATION DATE: JUN 72

TITLE: SOME DETERMINANTS OF SCHOOL ACHIEVEMENT IN SEVERAL INDIAN GROUPS

PERSONAL AUTHOR: BOWD, A. D.

DESCRIPTOR: *ACHIEVEMENT; *ACHIEVEMENT RATING; *AMERICAN INDIANS; ELEMENTARY SCHOOL STUDENTS; INTELLIGENCE FACTORS; *MALES; *PERFORMANCE FACTORS; SOCIOECONOMIC STATUS; TABLES (DATA); VERBAL ABILITY

STUDY EXAMINED THE RELATIVE IMPORTANCE OF VOCABULARY, GENERAL INTELLIGENCE, LANGUAGE BACKGROUND AND SOCIOECONOMIC STATUS IN DETERMINING THE GRADE LEVEL ACHIEVED BY INDIAN BOYS AGED 12-14 FROM SEVERAL CULTURAL GROUPS IN WESTERN CANADA. (AUTHOR)

JOURNAL CITATION: ALBERTA JOURNAL OF EDUCATIONAL RESEARCH; 18; 2; 69-81

ACCESSION NUMBER: EJ060453

PUBLICATION DATE: F/W'71-72

TITLE: POSITION PAPER ON FINANCIAL AID

PERSONAL AUTHOR: HALFMOON, RONALD T.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *FINANCIAL SERVICES; *STUDENT LOAN PROGRAMS; TUITION GRANTS

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 1; 26-7

ACCESSION NUMBER: EJ060807

PUBLICATION DATE: F/W 71-72

TITLE: ACADEMIC LIBRARY SUPPORT OF AMERICAN INDIAN STUDIES: AN OUTLINE

PERSONAL AUTHOR: AL-BAYATI, BARBARA

DESCRIPTOR: *AMERICAN INDIANS; *CATALOGING; *ETHNIC STUDIES; *LIBRARY COLLECTIONS; *RESEARCH

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 1; 3-5

ACCESSION NUMBER: EJ060931

PUBLICATION DATE: F/W 71-72

TITLE: POSITION PAPER ON EFFECTIVE COUNSELING FOR THE INDIAN UNIVERSITY STUDENT

PERSONAL AUTHOR: BILL, WILLARD E.

DESCRIPTOR: ADJUSTMENT PROBLEMS; *AMERICAN INDIANS; *COUNSELING; MINORITY GROUPS; *NEEDS; *URBAN UNIVERSITIES

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 1; 17-21

ACCESSION NUMBER: EJ060939

PUBLICATION DATE: JUL 72

TITLE: INDEPENDENCE IS MARK OF THE MICCOSUKEES

PERSONAL AUTHOR: LONG, RICHARD

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CULTURAL BACKGROUND; CULTURAL ISOLATION; CULTURAL OPPORTUNITIES; *ECONOMIC DEVELOPMENT; ECONOMIC OPPORTUNITIES; ECONOMIC PROGRESS

IDENTIFIER: FLORIDA; *MICCOSUKEE INDIANS

MICCOSUKEES, A SMALL AMERICAN INDIAN TRIBE OF ABOUT 475 MEMBERS WHO ARE COUSINS OF THE SEMINOLES, RESIDE IN THE FLORIDA EVERGLADES AND WISH TO RETAIN THEIR CULTURAL HERITAGE WHILE EXPENDING ECONOMIC ENTERPRISES. THEY HOLD THAT THEY FIND NO CONFLICT IN THESE ATTITUDES AND WOULD LIKE TO HAVE A CHOICE OF HOW TO LIVE AND TO BENEFIT FROM ECONOMIC DEVELOPMENT. (RJ)

JOURNAL CITATION: OPPORTUNITY; 2; 6; 11-15

ACCESSION NUMBER: EJ061184

PUBLICATION DATE: MAY 72

TITLE: SCHOOL IN CHEROKEE AND ENGLISH

PERSONAL AUTHOR: HOLLAND, R. FOUNT

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL SCHOOLS; *BILINGUAL TEACHER AIDES; *CHEROKEE; *EDUCATION SERVICE CENTERS; ENGLISH; FEDERAL AID; PROGRAM DESCRIPTIONS; TEACHING METHODS

DESCRIBES THE ACTIVITIES OF THE CHEROKEE BILINGUAL EDUCATION CENTER, CREATED IN 1969 BY NORTHEASTERN STATE COLLEGE AT TAHLEQUAH, OKLAHOMA. (MB)

JOURNAL CITATION: ELEMENTARY SCHOOL JOURNAL; 72; 8; 412-8

ACCESSION NUMBER: EJ061547

PUBLICATION DATE: SEP 72

TITLE: OLD SUN, NEW HOPE FOR CANADA'S NATIVE PEOPLE

PERSONAL AUTHOR: FOGG, PAT

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COLLEGE PLANNING; CULTURAL AWARENESS; *CULTURAL BACKGROUND; EDUCATIONAL OPPORTUNITIES; ETHNIC GROUPS; *JUNIOR COLLEGES

THE NEW CAMPUS OF MOUNT ROYAL COLLEGE (CANADA), LOCATED ON THE BLACKFOOT INDIAN RESERVE, REPRESENTS AN ATTEMPT TO ALLOW THE INDIAN TO CONTROL HIS EDUCATION AND PRESERVE HIS CULTURAL HERITAGE. (RN)

JOURNAL CITATION: COMMUNITY AND JUNIOR COLLEGE JOURNAL; 43; 1; 21-23

ACCESSION NUMBER: EJ061969

PUBLICATION DATE: SUM 72

TITLE: TEXT OF JUDGE'S DECISION: THE INTERMOUNTAIN STUDENT SUIT

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *CIVIL RIGHTS; CONFLICT RESOLUTION; *COURT LITIGATION; DECISION MAKING; RACIAL SEGREGATION; *STUDENTS

IDENTIFIER: *INTERMOUNTAIN BIA SCHOOL

JOURNAL CITATION: INDIAN HISTORIAN; 5; 2; 38-40

ACCESSION NUMBER: EJ062463

PUBLICATION DATE: SUM 72

TITLE: PROBLEMS INDIAN STUDENTS FACE

PERSONAL AUTHOR: NELSON, MARY

DESCRIPTOR: *ADJUSTMENT PROBLEMS; *AMERICAN INDIANS; CULTURE CONFLICT; *EDUCATIONAL PROBLEMS; ENGLISH (SECOND LANGUAGE); *FINANCIAL PROBLEMS; *HIGHER EDUCATION; STUDENT PROBLEMS

JOURNAL CITATION: INDIAN HISTORIAN; 5; 2

ACCESSION NUMBER: EJ062981

PUBLICATION DATE: SEP 72

TITLE: COOPERATION AND COMPETITION AMONG BLACKFOOT INDIAN AND URBAN CANADIAN CHILDREN

PERSONAL AUTHOR: MILLER, ANTHONY G.; THOMAS, RON

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIORAL SCIENCE RESEARCH; COMPARATIVE ANALYSIS; *CULTURAL DIFFERENCES; ELEMENTARY SCHOOL STUDENTS; *GAMES; GROUP ACTIVITIES; REWARDS; *URBAN YOUTH

IDENTIFIER: *COOPERATION

RESULTS SHOW THAT THERE IS A MARKED TENDENCY FOR BLACKFOOT CHILDREN TO COOPERATE WITH EACH OTHER WHEN IT IS ADAPTIVE TO DO SO AND SEEM BETTER ABLE TO INHIBIT COMPETITIVE RESPONSES THAN NON-INDIAN CHILDREN. (AUTHORS/MB)

JOURNAL CITATION: CHILD DEVELOPMENT; 43; 3; 1104-10

ACCESSION NUMBER: EJ062983

PUBLICATION DATE: MAR 72

TITLE: INTERCULTURAL EDUCATION IN ALBERTA UNIVERSITIES

PERSONAL AUTHOR: FRIESEN, JOHN W.

DESCRIPTOR: *AMERICAN INDIANS; *COURSE DESCRIPTIONS; CULTURAL EDUCATION; *INTERCULTURAL PROGRAMS; *UNIVERSITIES

IDENTIFIER: *CALGARY UNIVERSITY; *PROGRAM OBJECTIVES

JOURNAL CITATION: NORTHIAN; 8; 4; 25-6

ACCESSION NUMBER: EJ062985

PUBLICATION DATE: SPR 72

TITLE: MESTIZAJE IN 19TH CENTURY TEXAS

PERSONAL AUTHOR: DICKENS, E. LARRY

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *ETHNOLOGY; GOVERNMENT ROLE; INTERGROUP RELATIONS; INTERMARRIAGE; *MEXICAN AMERICAN HISTORY; *MIGRATION; SLAVERY

IDENTIFIER: *TEXAS

JOURNAL CITATION: JOURNAL OF MEXICAN AMERICAN HISTORY; 2; 2; 57-70

ACCESSION NUMBER: EJ063091

PUBLICATION DATE: MAR 72

TITLE: THE EDUCATION OF YUKON INDIANS: A POSITION PAPER

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *EDUCATIONAL IMPROVEMENT; GOVERNMENT ROLE; *NEEDS; VOCATIONAL EDUCATION

IDENTIFIER: *YUKON INDIANS

WRITTEN BY THE YUKON NATIVE BROTHERHOOD. (NQ)

JOURNAL CITATION: NORTHIAN; 8; 4; 6-14

ACCESSION NUMBER: EJ063300

PUBLICATION DATE: JUL 72

TITLE: "GIVE US OUR SCHOOLS."

PERSONAL AUTHOR: STEIF, WILLIAM

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACTIVISM; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *COMMUNITY CONTROL; *CULTURAL AWARENESS; DROPOUT RATE; EQUAL EDUCATION; *POLITICAL POWER

THE STRUGGLE TO PRESERVE THEIR CULTURE HAS TURNED INDIANS INTO EDUCATIONAL ACTIVISTS PUSHING CONGRESS FOR CONTROL OF THEIR OWN SCHOOLS. (AUTHOR)

JOURNAL CITATION: NATION'S SCHOOLS; 90; 1; 32-35

ACCESSION NUMBER: EJ063604

PUBLICATION DATE: SEP 72

TITLE: SOME SOCIAL ASPECTS OF LANGUAGE LEARNING

PERSONAL AUTHOR: RICHARDS, JACK C.

DESCRIPTOR: *AMERICAN INDIANS; *ENGLISH (SECOND LANGUAGE); *IMMIGRANTS; *NEGROES; NONSTANDARD DIALECTS; SECOND LANGUAGE LEARNING; *SOCIAL FACTORS; SOCIAL MOBILITY; SOCIOLINGUISTICS; STANDARD SPOKEN USAGE

PAPER PRESENTED AT THE TESOL CONVENTION, FEBRUARY 28, 1972, IN WASHINGTON, D.C. (VM)

JOURNAL CITATION: TESOL QUARTERLY; 6; 3; 243-254

ACCESSION NUMBER: EJ063683

PUBLICATION DATE: OCT 72

TITLE: THE NAME "ALGONQUIN"

PERSONAL AUTHOR: DAY, GORDON M.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *DIACHRONIC LINGUISTICS; *ETYMOLOGY; HISTORY; LANGUAGE TYPOLOGY

IDENTIFIER: *ALGONQUIN

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 38; 4; 226-228

ACCESSION NUMBER: EJ063818

PUBLICATION DATE: MAR 72

TITLE: UNIVERSITY RESEARCH ON CANADA'S INDIANS AND METIS: A PRELIMINARY CHECK LIST

PERSONAL AUTHOR: MALYCKY, ALEXANDER, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; CHECK LISTS; *DOCTORAL THESES; *MASTERS THESES; RESEARCH

IDENTIFIER: *METIS

REPRINTED FROM "CANADIAN ETHNIC STUDIES," VOL. II (1970). (NQ)

JOURNAL CITATION: NORTHIAN; 8; 4; 31-8

ACCESSION NUMBER: EJ063819

PUBLICATION DATE: MAR 72

TITLE: PERIODICAL PUBLICATIONS OF CANADA'S INDIANS AND METIS: A PRELIMINARY CHECK LIST

PERSONAL AUTHOR: OGLE, ROBERT W., COMP.; MALYCKY, ALEXANDER, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; CHECK LISTS; GEOGRAPHIC DISTRIBUTION; *PERIODICALS

IDENTIFIER: *METIS

JOURNAL CITATION: NORTHIAN; 8; 4; 39-43

ACCESSION NUMBER: EJ064077

PUBLICATION DATE: MAR 72

TITLE: AN INTERDISCIPLINARY APPROACH FOR THE CANADIAN INDIAN PROBLEM

PERSONAL AUTHOR: KULSHRESHTHA, S. N.

DESCRIPTOR: *AMERICAN INDIANS; CULTURALLY DISADVANTAGED; *ECONOMIC DISADVANTAGEMENT; EDUCATIONAL NEEDS; INTERDISCIPLINARY APPROACH; *PROBLEMS; RELATIONSHIP; SOCIAL PROBLEMS; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: *METIS

ORIGINALLY PUBLISHED IN SPANISH IN "AMERICAN INDIGENA," ORGANO TRIMESTRAL DEL INSTITUTO INDIGENISTA INTERAMERICANO (MEXICO) IN VOL. 31(2), APRIL 1972. (NQ)

JOURNAL CITATION: NORTHIAN; 8; 4; 1-5

ACCESSION NUMBER: EJ064312

PUBLICATION DATE: F 72

TITLE: THE MANDAN TRAGEDY

PERSONAL AUTHOR: JENSEN, MARQUERITE

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *DEATH; *INFECTIOUS DISEASES; SUICIDE

IDENTIFIER: *MANDANS; SMALLPOX

JOURNAL CITATION: INDIAN HISTORIAN; 5; 3; 18-21

ACCESSION NUMBER: EJ064358

PUBLICATION DATE: F 72

TITLE: THE MUSEUM OF MANITOU

PERSONAL AUTHOR: SANDERS, THOMAS E.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; *POETRY; *RELIGIOUS CULTURAL GROUPS

IDENTIFIER: *MANITOU; ZUNI

THE HISTORY BOOKS OF THE "WHITE MAN" IGNORE COMPLETELY OR MINIMIZE PROTECTIVELY THE ACCOUNTS OF THE DESTRUCTION OF THE CULTURAL RICHES OF THE NATIVE AMERICAN. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 5; 3; 7-12

ACCESSION NUMBER: EJ064359

PUBLICATION DATE: OCT 72

TITLE: IGNORING IT WON'T MAKE IT GO AWAY

PERSONAL AUTHOR: BLANCHE, JERRY D.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; ETHNIC STEREOTYPES; *RACE INFLUENCES; *RHETORIC; SPEECH SKILLS; TEXTBOOK BIAS; TEXTBOOK CONTENT

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 1; 1-3

ACCESSION NUMBER: EJ064433

PUBLICATION DATE: OCT 72

TITLE: HIGHER EDUCATION PROGRAMS FOR AMERICAN INDIANS

PERSONAL AUTHOR: CLARK, RICHARD O.

DESCRIPTOR: *AMERICAN INDIANS; *ENROLLMENT; *HIGHER EDUCATION; INSTITUTIONAL ROLE; *PROGRAM DEVELOPMENT

BRIGHAM YOUNG UNIVERSITY, FORT LEWIS COLLEGE, NORTHERN ARIZONA UNIVERSITY, AND ARIZONA STATE UNIVERSITY WERE STUDIED IN TERMS OF (1) THEIR HISTORY AND INVOLVEMENT IN AMERICAN INDIAN EDUCATION, (2) THE SIZE OF THEIR INDIAN STUDENT ENROLLMENT, AND (3) THE OFFERING OF A BACHELOR'S DEGREE PROGRAM. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 1; 16-20

ACCESSION NUMBER: EJ064567

PUBLICATION DATE: F 72

TITLE: IMPLEMENTING INDIAN CULTURE IN THE EDUCATIONAL PROGRAM OF BIA BOARDING SCHOOLS

PERSONAL AUTHOR: SHUNATONA, GWEN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *BOARDING SCHOOLS; *CULTURAL EDUCATION; ELEMENTARY EDUCATION; GOVERNMENT ROLE; SECONDARY EDUCATION; STUDENT ATTITUDES; TEACHING GUIDES

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

JOURNAL CITATION: INDIAN HISTORIAN; 5; 3; 26-30

ACCESSION NUMBER: EJ064568

PUBLICATION DATE: OCT 72

TITLE: IN GREAT LAKES, WISCONSIN: ADULT EDUCATION FOR THE DISADVANTAGED

PERSONAL AUTHOR: DE VRIES, JAMES; SWAN, LEE M.

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; COUNSELING SERVICES; *DISADVANTAGED GROUPS; *JOB TRAINING; *PROGRAM EVALUATION; TRAINEES

IDENTIFIER: *GREAT LAKES; WISCONSIN

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 1; 27-32

ACCESSION NUMBER: EJ064784

PUBLICATION DATE: OCT 72

TITLE: IN ALBUQUERQUE: AN INDIAN EDUCATION RESOURCES CENTER

PERSONAL AUTHOR: BENHAM, WILLIAM J.

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL FACILITIES; EDUCATIONAL FINANCE; *EDUCATIONAL RESOURCES; *INFORMATION SERVICES; INSTRUCTIONAL MATERIALS; *RESOURCE CENTERS

IDENTIFIER: *ALBUQUERQUE; BUREAU OF INDIAN AFFAIRS; NEW MEXICO

AN INDIAN EDUCATION RESOURCES CENTER HAS BEEN ESTABLISHED TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR AMERICAN INDIAN STUDENTS BY PROVIDING LEADERSHIP OR HELP FOR CHANGE, RESOURCES FOR IMPROVEMENT, AND ADVOCACY OF INDIAN RIGHTS. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 1; 21-4

ACCESSION NUMBER: EJ064826

PUBLICATION DATE: F 72

TITLE: ARCHAEOLOGICAL LAW AND THE AMERICAN INDIAN

PERSONAL AUTHOR: KING, THOMAS F.

DESCRIPTOR: *AMERICAN INDIANS; *ARCHAEOLOGY; LAND SETTLEMENT; *LAW INSTRUCTION; *LAWS; *LEGAL PROBLEMS

ARCHAEOLOGICAL LAW AND THE VARIOUS POLICIES BASED ON ARCHAEOLOGICAL LAW CAN BE USED BY AMERICAN INDIANS TO PROTECT THEIR HISTORICAL AND SACRED SITES. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 5; 3; 31-5

ACCESSION NUMBER: EJ064859

PUBLICATION DATE: OCT 72

TITLE: ETHNIC DIFFERENCES IN PSYCHOLINGUISTIC ABILITIES

PERSONAL AUTHOR: KIRK, SAMUEL A.

DESCRIPTOR: AMERICAN INDIANS; *DISADVANTAGED YOUTH; *ETHNIC GROUPS; *EXCEPTIONAL CHILD RESEARCH; MEMORY; MEXICAN AMERICANS; NEGRO YOUTH; *PSYCHOLINGUISTICS; *RESEARCH REVIEWS (PUBLICATIONS); STATISTICAL DATA

JOURNAL CITATION: EXCEPTIONAL CHILDREN; 39; 2; 112-8

ACCESSION NUMBER: EJ064936

PUBLICATION DATE: F 72

TITLE: INDIAN ELOQUENCE AS AMERICAN PUBLIC ADDRESS

PERSONAL AUTHOR: SORBER, EDNA C.

DESCRIPTOR: *AMERICAN INDIANS; *ARTICULATION (SPEECH); HISTORICAL REVIEWS; *RHETORICAL CRITICISM; *SPEECH SKILLS; *TRANSLATION

JOURNAL CITATION: INDIAN HISTORIAN; 5; 3; 40-6

ACCESSION NUMBER: EJ065012

PUBLICATION DATE: F 72

TITLE: THE BICULTURAL LEGAL EDUCATION PROJECT AT RAMAH, NEW MEXICO

PERSONAL AUTHOR: CONN, STEPHEN

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL SCHOOLS; COURSE DESCRIPTIONS; *CULTURAL DIFFERENCES; *LAW INSTRUCTION

IDENTIFIER: *NAVAJOS; NEW MEXICO; RAMAH

JOURNAL CITATION: INDIAN HISTORIAN; 5; 3; 36-9

ACCESSION NUMBER: EJ065013

PUBLICATION DATE: OCT 72

TITLE: AMERICAN INDIAN ETHNO-SCIENCE; A STUDY OF THE MANY FARMS SCIENCE PROJECT

PERSONAL AUTHOR: SNOW, ALBERT J.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL EDUCATION; ECOLOGY; ENVIRONMENTAL EDUCATION; *INSTRUCTIONAL INNOVATION; SCIENCE PROJECTS; *TEACHER DEVELOPED MATERIALS

IDENTIFIER: ARIZONA; MANY FARMS; *NAVAJOS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 1; 5-11

ACCESSION NUMBER: EJ065200

PUBLICATION DATE: SEP 72

TITLE: THE CHEROKEE ALPHABET, HOOPA ALPHABET

DESCRIPTOR: *ALPHABETS; *AMERICAN INDIAN LANGUAGES; *CHEROKEE

IDENTIFIER: *HOOPA

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 4; 14-15

ACCESSION NUMBER: EJ065265

PUBLICATION DATE: SEP 72

TITLE: SOMETHING ABOUT LANGUAGE

PERSONAL AUTHOR: HENRY, JEANNETTE

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *DIACHRONIC LINGUISTICS; *DIALECTS; *LANGUAGE CLASSIFICATION

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 4; 11-13

ACCESSION NUMBER: EJ065310

PUBLICATION DATE: F 72

TITLE: TOWARDS BETTER READING FOR ESKIMO STUDENTS

PERSONAL AUTHOR: BALT, PETER

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *BEGINNING READING; *BILINGUALISM; CHILDRENS BOOKS; *ESKIMOS; *READING DEVELOPMENT; TEACHER AIDES; TEXTBOOK CONTENT; TEXTBOOKS

IDENTIFIER: *NORTHERN READING PROGRAM

JOURNAL CITATION: NORTHIAN; 9; 1; 6-7

ACCESSION NUMBER: EJ065474

PUBLICATION DATE: SEP 72

TITLE: PEACH STONE GAME

PERSONAL AUTHOR: WHITE, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *GAMES

IDENTIFIER: *SENECA INDIANS

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 4; 16-18

ACCESSION NUMBER: EJ065577

PUBLICATION DATE: F 72

TITLE: THE FOUR HUNDRED YEAR WINTER

PERSONAL AUTHOR: JOHNSTON, BASIL H.

DESCRIPTOR: *ACCULTURATION; *AMERICAN HISTORY; *AMERICAN INDIANS; CHURCH ROLE; *CULTURAL DIFFERENCES; GOVERNMENT ROLE; LEADERSHIP; *SOCIAL DIFFERENCES; SOCIAL DISCRIMINATION

THE INJUSTICES PRACTICED BY THE EUROPEAN INVADERS UPON THE NATIVE AMERICANS LED TO MORAL AND PHYSICAL PRIVATION. (FF)

JOURNAL CITATION: NORTHIAN; 9; 1; 36-42

ACCESSION NUMBER: EJ065762

PUBLICATION DATE: OCT 72

TITLE: REPORT FROM FAIRBANKS: INFORMAL TEACHING TECHNIQUES

PERSONAL AUTHOR: KLITZA, FRANK

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CLASSROOM ENVIRONMENT; ESKIMOS; GRADE 9; *STUDENT TEACHER RELATIONSHIP; *TEACHING TECHNIQUES

IDENTIFIER: *ALASKA; RURAL BOARDING HOME PROGRAM (RBHP)

THE HYPOTHESIS THAT NATIVE STUDENTS FROM SMALL VILLAGES PERFORM BETTER ACADEMICALLY IN CLASSES WITH TEACHERS WHO USE INFORMAL TECHNIQUES WAS TESTED USING 40 NATIVE STUDENTS IN THE RURAL BOARDING HOME PROGRAM. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 1; 12-5

ACCESSION NUMBER: EJ065800

PUBLICATION DATE: NOV 72

TITLE: VERBAL REGULATION OF BEHAVIOR AND IQ IN CANADIAN INDIAN AND WHITE CHILDREN

PERSONAL AUTHOR: SCHUBERT, JOSEF; CROPLEY, A. J.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; ELEMENTARY SCHOOL STUDENTS; *INTELLIGENCE DIFFERENCES; *INTELLIGENCE QUOTIENT; TABLES (DATA); *VERBAL ABILITY; *VERBAL COMMUNICATION

IDENTIFIER: CANADA; VERBAL REGULATION OF BEHAVIOR

DETAILED ANALYSIS OF THE REACTIONS TO TRAINING AND OF THE VERBAL REGULATION OF BEHAVIOR SCORES OF SUBJECTS FROM A REMOTE INDIAN RESERVE SHOWED THAT THE LOW IQ OF THIS GROUP RESULTED FROM AN UNDERDEVELOPMENT OF REFLECTIVE VERBAL THOUGHT, BUT NOT FROM A BIOLOGICALLY DETERMINED INADEQUACY. (AUTHORS)

JOURNAL CITATION: DEVELOPMENTAL PSYCHOLOGY; 7; 3; 295-301

ACCESSION NUMBER: EJ066059

PUBLICATION DATE: SEP 72

TITLE: NAVAJO SCHOOL: A STUDY IN COMMUNITY CONTROL

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; ARCHITECTURAL EDUCATION; *COMMUNITY CONTROL; *CULTURAL FACTORS; *HIGH SCHOOL DESIGN; *NAVAHO; RESERVATIONS (INDIAN)

ARCHITECTS MAKE SURE THAT AN INDIAN SCHOOL GROWS OUT OF LOCAL VALUES AND TRADITIONS. (AUTHOR)

JOURNAL CITATION: ARCHITECTURAL FORUM; 137; 2; 54-57

ACCESSION NUMBER: EJ066060

PUBLICATION DATE: SUM 72

TITLE: THE COSTS OF CULTURAL CHANGE: ACCIDENTAL INJURY AND MODERNIZATION AMONG THE PAPAGO INDIANS

PERSONAL AUTHOR: HACKENBERG, ROBERT A.; GALLAGHER, MARY M.

DESCRIPTOR: *ACCIDENTS; *AMERICAN INDIAN CULTURE; CULTURAL FACTORS; CULTURE CONFLICT; DEATH; HEALTH; *SOCIAL ADJUSTMENT; SOCIAL FACTORS; *STRESS VARIABLES

IDENTIFIER: *PAPAGOS

SEVERAL THEORIES ARE EXAMINED SUGGESTING THAT STRESS ASSOCIATED WITH MODERNIZATION IS RESPONSIBLE FOR EXCESSES OF ACCIDENTAL INJURIES AMONG AMERICAN INDIANS. A PRELIMINARY VERSION OF THIS PAPER WAS PRESENTED AT THE ANNUAL MEETINGS OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, NEW YORK, 1971. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 211-26

ACCESSION NUMBER: EJ066112

PUBLICATION DATE: SUM 72

TITLE: THE IMPACT OF MODERNIZATION UPON PAPAGO INDIAN FERTILITY

PERSONAL AUTHOR: UHLMANN, JULIE M.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY STUDY; *DEMOGRAPHY; FAMILY (SOCIOLOGICAL UNIT); HUMAN GEOGRAPHY; POPULATION GROWTH; *POPULATION TRENDS; RURAL URBAN DIFFERENCES; SOCIAL CHANGE

AN EARLIER VERSION OF THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, NEW YORK, 1971. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 149-61

ACCESSION NUMBER: EJ066113

PUBLICATION DATE: SUM 72

TITLE: EPIDEMIOLOGIC STUDIES OF PAPAGO INDIAN MORTALITY

PERSONAL AUTHOR: TYROLER H. A.; PATRICK, RALPH

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY HEALTH; COMPARATIVE ANALYSIS; *DEATH; DEMOGRAPHY; INFECTIOUS DISEASES; *POPULATION TRENDS; PUBLIC HEALTH; SOCIAL INFLUENCES

IDENTIFIER: *PAPAGOS

BIRTH AND DEATH RATES FOR THE PAPAGO POPULATION, WHILE IN GENERAL AGREEMENT WITH SIMILIAR DATA ON U.S. INDIAN POPULATIONS, WERE HIGHER IN MODERN THAN IN TRADITIONAL PAPAGO VILLAGES. AN EARLIER VERSION OF THIS PAPER WAS READ AT THE ANNUAL MEETING, POPULATION ASSOCIATION OF AMERICA, CINCINNATI, 1967. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 163-70

ACCESSION NUMBER: EJ066114

PUBLICATION DATE: SUM 72

TITLE: RELUCTANT EMIGRANTS: THE ROLE OF MIGRATION IN PAPAGO INDIAN ADAPTATION

PERSONAL AUTHOR: HACKENBERG, ROBERT A.; WILSON, C. RODERICK

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY STUDY; EMPLOYMENT PATTERNS; *MIGRATION PATTERNS; *RELOCATION; *RESERVATIONS (INDIAN); SEASONAL LABORERS; SEX DIFFERENCES

IDENTIFIER: *PAPAGOS

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 171-86

ACCESSION NUMBER: EJ066115

PUBLICATION DATE: SUM 72

TITLE: MODERNIZATION, POPULATION DISPERSION, AND PAPAGO GENETIC INTEGRITY

PERSONAL AUTHOR: SMITH, DAVID G.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; BIOLOGY; *DEMOGRAPHY; *GENETICS; POPULATION GROWTH; POPULATION TRENDS; SOCIAL CHANGE

IDENTIFIER: *PAPAGOS

THAT RESIDENTS OF PAPAGO VILLAGES WERE LESS CLOSELY RELATED IN THE 19TH CENTURY THAN DURING RECENT DECADES IS CONSIDERED IN HISTORICAL AND GENETIC PERSPECTIVES. A PRELIMINARY VERSION OF THIS PAPER WAS READ AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, NEW YORK CITY, 1971. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 187-99

ACCESSION NUMBER: EJ066116

PUBLICATION DATE: SUM 72

TITLE: SOCIAL MOBILITY IN A TRIBAL SOCIETY: THE CASE OF PAPAGO INDIAN VETERANS

PERSONAL AUTHOR: HACKENBERG, BEVERLY H.

DESCRIPTOR: *AMERICAN INDIANS; DEMOGRAPHY; *EMPLOYMENT PATTERNS; SELF ACTUALIZATION; *SOCIAL MOBILITY; TRIBES; *VETERANS

IDENTIFIER: *PAPAGOS

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 201-9

ACCESSION NUMBER: EJ066225

PUBLICATION DATE: NOV 72

TITLE: A NEW APPROACH TO THE WORLD OF WORK

PERSONAL AUTHOR: TANZMAN, JACK

DESCRIPTOR: *AMERICAN INDIANS; *CONTINUATION EDUCATION; DROPOUT PROGRAMS; *JOB TRAINING; OCCUPATIONAL GUIDANCE; TRADE AND INDUSTRIAL EDUCATION; *VOCATIONAL EDUCATION; *VOCATIONAL TRAINING CENTERS

IDENTIFIER: NEW MEXICO; *SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

SUGGESTS THAT NEW EDUCATIONAL PROGRAMS SHOULD BE IMPLEMENTED TO TRAIN HIGH SCHOOL GRADUATES AND DROPOUTS IN VOCATIONAL SKILLS. DESCRIBES SUCH A PROGRAM SET UP TO HELP AMERICAN INDIANS ENTER THE WORLD OF WORK WITH THE NECESSARY TECHNICAL AND COMMUNICATIONS JOB SKILLS. (DN)

JOURNAL CITATION: SCHOOL MANAGEMENT; 16; 11; 30-32

ACCESSION NUMBER: EJ066495

PUBLICATION DATE: SPR 72

TITLE: DETERMINANTS OF URBAN MIGRANT INDIAN WAGES

PERSONAL AUTHOR: GRAVES, THEODORE D.; LAVE, CHARLES A.

DESCRIPTOR: *AMERICAN INDIANS; BACKGROUND; MALES; *MIGRANTS; *URBAN AREAS; *WAGES

IDENTIFIER: COLORADO; DENVER; *NAVAJOS

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 1; 47-61

ACCESSION NUMBER: EJ067052

PUBLICATION DATE: F 72

TITLE: THE LABORATORY APPROACH: A VEHICLE FOR FACILITATING AMERICAN INDIAN EDUCATION

PERSONAL AUTHOR: PULVINO, CHARLES J.

DESCRIPTOR: *AMERICAN INDIANS; *COUNSELOR ROLE; *CULTURAL PLURALISM; EDUCATIONAL NEEDS; EDUCATIONAL RESEARCH; *LABORATORY SCHOOLS; MINORITY GROUPS; *STUDENT NEEDS

AMERICAN INDIAN STUDENTS HAVE SPECIAL EDUCATIONAL NEEDS. TO DEAL WITH THESE NEEDS, THE AUTHOR DESCRIBES AN APPROACH, THE LABORATORY, WHICH PROVIDES ONE MEANS OF EXPLORING POTENTIAL COURSES OF ACTION. (AUTHOR)

JOURNAL CITATION: COUNSELING AND VALUES; 17; 1; 45-51

ACCESSION NUMBER: EJ067059

PUBLICATION DATE: OCT 72

TITLE: EVALUATION OF POTENTIAL FOR CHANGE IN JUNIOR-HIGH-AGE YOUTH FROM AMERICAN INDIAN, MEXICAN, AND ANGLO ETHNIC BACKGROUNDS

PERSONAL AUTHOR: MASON, EVELYN P.; LOCASSO, RICHARD M.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AMERICAN INDIANS; ANGLO AMERICANS; *BEHAVIOR CHANGE; *CULTURAL BACKGROUND; *DISADVANTAGED GROUPS; *ETHNIC GROUPS; FOLLOWUP STUDIES; *JUNIOR HIGH SCHOOL STUDENTS

IN THE FACE OF PREVIOUS EVIDENCE THAT ACADEMIC ACHIEVEMENT FOR DISADVANTAGED ADOLESCENTS EITHER REMAINS STATIONARY OR DECLINES THE MOST SIGNIFICANT FINDING OF THE PRESENT STUDY WAS THE EVIDENCE THAT ON NO CRITERION MEASURE DID ANY ETHNIC GROUP DO SIGNIFICANTLY LESS WELL ON THE AFTER TEST. (AUTHOR)

JOURNAL CITATION: PSYCHOLOGY IN THE SCHOOLS; 9; 4; 423-427

ACCESSION NUMBER: EJ067082

PUBLICATION DATE: F 72

TITLE: SOCIOECONOMIC BARRIERS TO ASSIMILATION OF NAVAJO MIGRANTS

PERSONAL AUTHOR: WEPPNER, ROBERT S.

DESCRIPTOR: *ACCULTURATION; *ANGLO AMERICANS; EMPLOYER ATTITUDES; EMPLOYMENT PATTERNS; LITERATURE REVIEWS; *MIGRANTS; NONRESERVATION AMERICAN INDIANS; *SOCIOECONOMIC BACKGROUND; SOCIOLINGUISTICS

IDENTIFIER: *NAVAJOS

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 3; 303-14

ACCESSION NUMBER: EJ067158

PUBLICATION DATE: SUM 72

TITLE: VICTIMS OF MODERNIZATION: ACCIDENT RATES AND PAPAGO INDIAN ADJUSTMENT

PERSONAL AUTHOR: STULL, DONALD D.

DESCRIPTOR: *ACCIDENTS; ADJUSTMENT (TO ENVIRONMENT); *AMERICAN INDIAN CULTURE; CULTURE CONFLICT; DEMOGRAPHY; *INDIVIDUAL CHARACTERISTICS; INDIVIDUAL DIFFERENCES; SOCIAL INFLUENCES; *STRESS VARIABLES

IDENTIFIER: *PAPAGOS

AN EARLIER VERSION OF THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, NEW YORK, 1971. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 227-40

ACCESSION NUMBER: EJ067160

PUBLICATION DATE: F 72

TITLE: COPING WITH FEUDING: THE MISSIONARY, THE FUR TRADER, AND THE ETHNOGRAPHER

PERSONAL AUTHOR: SAVISHINSKY, JOEL S.

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; *CONFLICT; CONFLICT RESOLUTION; DISSENT; ETHNOLOGY; *IDENTIFICATION (PSYCHOLOGICAL); *SOCIAL ISOLATION

IDENTIFIER: CANADA; *COLVILLE LAKE

A CONFLICT BETWEEN A MISSIONARY AND A FUR TRADER, WHICH INVOLVED THE ETHNOGRAPHER AND THE SMALL COMMUNITY OF ATHABASCAN-SPEAKING INDIANS IN THE CANADIAN ARCTIC, IS ANALYZED. (NQ)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 3; 281-90

ACCESSION NUMBER: EJ067200

PUBLICATION DATE: SUM 72

TITLE: PAPAGO INDIAN MODERNIZATION: A COMMUNITY SCALE FOR HEALTH RESEARCH

PERSONAL AUTHOR: PATRICK, RALPH; TYROLER, H. A.

DESCRIPTOR: ACCULTURATION; ADJUSTMENT PROBLEMS; *AMERICAN INDIANS; COMMUNITY CHARACTERISTICS; *COMMUNITY HEALTH; *RESEARCH METHODOLOGY; RESERVATIONS (INDIAN); *SOCIAL ADJUSTMENT; SOCIAL CHANGE

IDENTIFIER: *PAPAGOS

AN INDEX OF THE MODERNIZATION OF PAPAGO COMMUNITIES WAS DEVELOPED TO TEST WHETHER SOCIAL AND CULTURAL PROCESSES ARE INVOLVED IN THE DETERMINATION OF HUMAN HEALTH AND WHETHER RAPID SOCIAL CHANGE AFFECTS HEALTH. AN EARLIER VERSION OF THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, DETROIT, 1964. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 127-36

ACCESSION NUMBER: EJ067252

PUBLICATION DATE: SUM 72

TITLE: RESTRICTED INTERDEPENDENCE: THE ADAPTIVE PATTERN OF PAPAGO INDIAN SOCIETY

PERSONAL AUTHOR: HACKENBERG, ROBERT A.

DESCRIPTOR: ADJUSTMENT (TO ENVIRONMENT); *AMERICAN INDIANS; *ANTHROPOLOGY; CULTURAL BACKGROUND; *DEVELOPMENTAL PROGRAMS; GOVERNMENT ROLE; RESERVATIONS (INDIAN); *RESOURCES; SOCIAL CHANGE

IDENTIFIER: *PAPAGOS

PROGRAMS OF DEVELOPMENTAL CHANGE AMONG THE PAPAGO INDIANS ARE STUDIED WITH EMPHASES ON THE SYSTEMATIC NATURE OF THE INDIAN RESPONSE, WHICH IS PRESENTED AS AN ADAPTIVE STRATEGY SUITED TO THE SONORAN DESERT. AN EARLIER VERSION OF THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, NEW YORK, 1971. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 113-25

ACCESSION NUMBER: EJ067349

PUBLICATION DATE: SUM 72

TITLE: DEVIATION, DEMOGRAPHY, AND DEVELOPMENT: DIFFERENCES BETWEEN PAPAGO INDIAN COMMUNITIES

PERSONAL AUTHOR: FELDMAN, KERRY D.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; COMMUNITY CHARACTERISTICS; COMMUNITY DEVELOPMENT; *COMMUNITY STUDY; DEMOGRAPHY; RESEARCH METHODOLOGY; RESERVATIONS (INDIAN); SOCIAL CHANGE; *SOCIOCULTURAL PATTERNS

IDENTIFIER: *PAPAGOS

AN EARLIER VERSION OF THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, NEW YORK, 1971. (FF)

JOURNAL CITATION: HUMAN ORGANIZATION; 31; 2; 137-47

ACCESSION NUMBER: EJ067503

PUBLICATION DATE: OCT 72

TITLE: MUSIC OF THE AMERICA

PERSONAL AUTHOR: MCALLESTER, DAVID P.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; ART SONG; CULTURAL DIFFERENCES; CULTURAL EXCHANGE; *CULTURAL FACTORS; *CULTURAL FACTORS; CULTURE CONTACT; ORAL EXPRESSION; *SINGING; *VOCAL MUSIC

SURVEYS MUSICAL COMPOSITION AND DEVELOPMENT OF NORTH AND SOUTH AMERICAN INDIANS, THE TRADITIONAL INDIVIDUALITY OF INDIAN CULTURES, AND THE FUNCTIONS OF MUSIC AS DIFFERENT CULTURES HAVE EVOLVED AMONG INDIANS. (RK)

JOURNAL CITATION: MUSIC EDUCATORS JOURNAL; 59; 2; 54-8

ACCESSION NUMBER: EJ067639

PUBLICATION DATE: W 72

TITLE: NATION OF HUNTERS? NEW VIEWS OF CALIFORNIA INDIAN SOCIETIES

PERSONAL AUTHOR: KING, TOM

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANTHROPOLOGY; *ETHNOLOGY; HUMAN GEOGRAPHY; SOCIAL STRUCTURE; *SOCIOCULTURAL PATTERNS

IDENTIFIER: *CALIFORNIA

THE EFFECT OF ADAPTIVE STRESSES OPERATING ON HUNTER-GATHERER COMMUNITIES IN CALIFORNIA ENVIRONMENTS IS DISCUSSED. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 5; 4; 12-7

ACCESSION NUMBER: EJ067640

PUBLICATION DATE: W 72

TITLE: THE PEYOTE RELIGION AND THE GHOST DANCE

PERSONAL AUTHOR: STEWART, OMER C.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *RELIGIOUS CULTURAL GROUPS; *RELIGIOUS ORGANIZATIONS; TRIBES

IDENTIFIER: GHOST DANCE; *PEYOTE

JOURNAL CITATION: INDIAN HISTORIAN; 5; 4; 27-30

ACCESSION NUMBER: EJ067837

PUBLICATION DATE: W 72

TITLE: AN EXPERIMENT WITH TIME: A PROPOSAL FOR POSITIVE IDENTITY REINFORCEMENT THROUGH HISTORICAL/CULTURAL EDUCATION FOR NATIVE AMERICANS

PERSONAL AUTHOR: WHITE, JOHN RENNARDH

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EDUCATION; *CULTURAL ENRICHMENT; INSTRUCTIONAL PROGRAMS; *NATIVE SPEAKERS; SELF ACTUALIZATION; SUMMER PROGRAMS

IDENTIFIER: *ARCHAEOLOGICAL RESEARCH CENTER; DENMARK; LEJRE

JOURNAL CITATION: INDIAN HISTORIAN; 5; 4; 31-40

ACCESSION NUMBER: EJ068162

PUBLICATION DATE: F 72

TITLE: FINANCIAL AID RESOURCES FOR AMERICAN INDIAN COLLEGE STUDENTS

PERSONAL AUTHOR: CASTILLO, ED

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE STUDENTS; EDUCATIONAL FINANCE; FEDERAL AID; *FINANCIAL SUPPORT; *FISCAL CAPACITY; GOVERNMENT ROLE; TUITION GRANTS

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 2; 15-21

ACCESSION NUMBER: EJ068169

PUBLICATION DATE: NOV 72

TITLE: WHAT'S REALLY IMPORTANT IN AN ELECTION YEAR?

PERSONAL AUTHOR: GEORGE, TED; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; *CITIZEN PARTICIPATION; *DEMOCRACY; *ELECTIONS; *EVALUATIVE THINKING; POLITICAL ATTITUDES; ROLE PLAYING; *VOTING

FIVE EDUCATORS SUGGEST WAYS TO PUT NEW LIFE AND SUBSTANCE IN WHATEVER TEACHERS ARE DOING TO ENLIGHTEN CHILDREN ABOUT ELECTING CANDIDATES FOR PUBLIC OFFICE - AND ABOUT GOVERNMENT. (EDITOR)

JOURNAL CITATION: INSTRUCTOR; 82; 3; 68-9

ACCESSION NUMBER: EJ068186

PUBLICATION DATE: F 72

TITLE: DELINQUENTS AND TRIBAL COURTS IN MONTANA

PERSONAL AUTHOR: PARKER, ALAN

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; COURT CASES; *DELINQUENTS; GOVERNMENT ROLE; *LEGAL PROBLEMS; TRIBES

IDENTIFIER: *BLACKWOLF CASE; MONTANA

THE ¬BLACKWOLF'' DECISION DETERMINED THAT AMERICAN INDIAN TRIBAL COURTS CANNOT TRANSFER JUVENILES JUDGED TO BE DELINQUENT TO THE STATE FOR CONFINEMENT AT THE STATE TRAINING SCHOOL BECAUSE THIS IS BEYOND THE STATE COURT'S AUTHORITY. (FF)

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 2; 3-6

ACCESSION NUMBER: EJ068305

PUBLICATION DATE: OCT 72

TITLE: WASHINGTON REPORT

PERSONAL AUTHOR: SONTAG, ED

DESCRIPTOR: *AMERICAN INDIANS; *AURALLY HANDICAPPED; EDUCATIONAL PROGRAMS; *EXCEPTIONAL CHILD EDUCATION; FEDERAL AID; GRANTS; HEALTH SERVICES; *MENTALLY HANDICAPPED; *MINORITY GROUPS

RECENT DEVELOPMENTS AFFECTING HANDICAPPED CHILDREN ARE EXAMINED: EFFORTS TO COORDINATE EDUCATION AND HEALTH PROGRAMS FOR AMERICAN INDIANS AND ALASKA NATIVES, CREATION OF A TASK FORCE ON MENTAL RETARDATION/DEAFNESS, NEW PROCEDURES FOR COLLEGE AND UNIVERSITY TRAINING GRANTS, AND INCREASES IN FINANCIAL AID TO INSTITUTIONS OF HIGHER EDUCATION SERVING MINORITY STUDENTS. (GW)

JOURNAL CITATION: EDUCATION AND TRAINING OF THE MENTALLY RETARDED; 7; 3; 157-59

ACCESSION NUMBER: EJ068782

PUBLICATION DATE: F 72

TITLE: AWARENESS OF SOCIAL ISSUES AND PREJUDICE AS IT RELATES TO A GROUP OF RACIALLY-MIXED DISADVANTAGED CHILDREN

PERSONAL AUTHOR: ANTES, JOHN M.; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; BELIEFS; CAUCASIAN STUDENTS; *DISADVANTAGED YOUTH; *ELEMENTARY SCHOOL STUDENTS; NEGRO STUDENTS; *PERCEPTION; *RACIAL DISCRIMINATION; *SOCIAL DISCRIMINATION; SOCIAL PROBLEMS

REPORTS A STUDY INTENDED BOTH TO DETERMINE DISADVANTAGED CHILDREN'S CONCERN WITH AND EMPHASIS ON THE SOCIAL ISSUES IN THEIR ENVIRONMENT, AND ALSO TO EXAMINE THE EXTENT TO WHICH OPINION PREJUDICE AND RACE PREJUDICE AFFECT THESE CHILDREN'S BELIEF SYSTEMS. (AUTHOR/JM)

JOURNAL CITATION: JOURNAL OF NEGRO EDUCATION; 41; 4; 383-391

ACCESSION NUMBER: EJ068786

PUBLICATION DATE: NOV 72

TITLE: CONFERENCE FOR TEACHERS OF INDIANS: NO WORDS MINCED

PERSONAL AUTHOR: ALEXANDER, ARCH B.

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCE REPORTS; *EDUCATIONAL PROBLEMS; EMPLOYMENT PROBLEMS; PLANNING MEETINGS; *TEACHERS; TECHNICAL EDUCATION; VOCATIONAL EDUCATION

IDENTIFIER: *OKLAHOMA

JOURNAL CITATION: AMERICAN VOCATIONAL JOURNAL; 47; 8; 50-52

ACCESSION NUMBER: EJ068893

PUBLICATION DATE: W 72

TITLE: DISCRIMINATION AGAINST URBAN INDIANS IN SEATTLE

PERSONAL AUTHOR: BAHR, HOWARD M.; AND OTHERS

DESCRIPTOR: *CIVIL RIGHTS; HOUSING DISCRIMINATION; *NONRESERVATION AMERICAN INDIANS; *RACE RELATIONS; *SOCIAL DISCRIMINATION; SOCIAL SERVICES; URBAN AREAS

IDENTIFIER: *SEATTLE; WASHINGTON

JOURNAL CITATION: INDIAN HISTORIAN; 5; 4; 4-11

ACCESSION NUMBER: EJ068966

PUBLICATION DATE: NOV 72

TITLE: TECHNICAL SKILLS FOR AMERICAN INDIANS

PERSONAL AUTHOR: PETERSON, JOHN L.; CORDOVA, VAL

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL PROGRAMS; *JOB TRAINING; POST SECONDARY EDUCATION; TECHNICAL EDUCATION; *TECHNICAL INSTITUTES; *VOCATIONAL DEVELOPMENT; VOCATIONAL TRAINING CENTERS

IDENTIFIER: PUEBLOS; *SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

JOURNAL CITATION: AMERICAN VOCATIONAL JOURNAL; 47; 8; 47-49

ACCESSION NUMBER: EJ068976

PUBLICATION DATE: W 72

TITLE: ANTHROPOLOGISTS AND FEDERAL INDIAN POLICY PRIOR TO 1940

PERSONAL AUTHOR: MARDEN, DAVID L.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; *FEDERAL GOVERNMENT; *GOVERNMENT ROLE; HUMAN SERVICES; POLICY; *RELATIONSHIP

THE RELATIONSHIP--OR THE LACK THEREOF--BETWEEN AMERICAN INDIAN POLICY AND ANTHROPOLOGY AND ANTHROPOLOGISTS IS EXAMINED. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 5; 4; 19-26

ACCESSION NUMBER: EJ069158

PUBLICATION DATE: F-W 72

TITLE: THE ROLE OF ART IN THE EDUCATION OF THE AMERICAN INDIAN

PERSONAL AUTHOR: NEW, LLOYD H.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; ART ACTIVITIES; *ART EDUCATION; *CREATIVE ACTIVITIES; CULTURAL AWARENESS; PROGRAM CONTENT; SELF ACTUALIZATION; *SELF CONCEPT

IDENTIFIER: *INSTITUTE OF AMERICAN INDIAN ARTS

DISCUSSES THE DEVELOPMENT OF THE AMERICAN INDIAN AT AN INSTITUTE DESIGNED TO GIVE THE STUDENT A BASIS FOR GENUINE PRIDE AND SELF-ACCEPTANCE BY STIMULATING HIS CREATIVE EXPRESSION AND CULTURAL KNOWLEDGE. (AUTHOR/RK)

JOURNAL CITATION: ARTS IN SOCIETY; 9; 3; 411-18

ACCESSION NUMBER: EJ069191

PUBLICATION DATE: 72

TITLE: NATIVE DRESS AND DESIGN AMONG THE IROQUOIAN PEOPLE

PERSONAL AUTHOR: DEHANADISONKWE

DESCRIPTOR: *AMERICAN INDIANS; *CLOTHING DESIGN; CULTURAL BACKGROUND; *DESIGN CRAFTS; *HANDICRAFTS; PATTERNMAKING

IDENTIFIER: *IROQUOIS

JOURNAL CITATION: TAWOW; 3; 1; 9-14

ACCESSION NUMBER: EJ069741

PUBLICATION DATE: DEC 72

TITLE: PREJUDICE: THOUGHTS GARNERED AMONG THE NAVAJO

PERSONAL AUTHOR: TALBOT, ANNE

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; CULTURAL INTERRELATIONSHIPS; *FILMS; *RACIAL DISCRIMINATION; SECONDARY EDUCATION

A DISCUSSION OF TEACHERS' PREJUDICE AGAINST NAVAJOS AND AN ANNOTATED LIST OF THREE FILMS ON AMERICAN IDIANS. (RB)

JOURNAL CITATION: MEDIA AND METHODS; 9; 4; 36-37

ACCESSION NUMBER: EJ069332

PUBLICATION DATE: DEC 72

TITLE: INDIAN COMMUNICATIONS

PERSONAL AUTHOR: RED WING, PRINCESS

DESCRIPTOR: ALLEGORY; AMERICAN INDIANS; *COMMUNICATION (THOUGHT TRANSFER); CREATIVITY; CULTURAL IMAGES; *CULTURE

USES FIGURATIVE LANGUAGE TO CONTRAST THE VALUES OF THE INDIAN CULTURE WITH THE CULTURE WHICH REPLACED IT IN AMERICA. (RB)

JOURNAL CITATION: COLLEGE COMPOSITION AND COMMUNICATION; 23; 5; 350-56

ACCESSION NUMBER: EJ069378

PUBLICATION DATE: JAN 73

TITLE: WHAT ABOUT THE FIRST AMERICANS?

PERSONAL AUTHOR: SVENSSON, FRANCES E.

DESCRIPTOR: *ADMINISTRATIVE CHANGE; ADMINISTRATIVE POLICY; *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; EDUCATIONAL NEEDS; *EDUCATIONAL PHILOSOPHY; EDUCATIONAL STRATEGIES; SCHOOL COMMUNITY RELATIONSHIP; *STUDENT TEACHER RELATIONSHIP; TRIBES

THE AUTHOR, AN AMERICAN INDIAN, SUGGESTS THAT TO EFFECTIVELY EDUCATE AND TEACH INDIANS BOTH TEACHERS AND ADMINISTRATORS MUST CONSIDER THE SPECIFIC DIFFERENCES IN THEIR CULTURES. THERE IS ALSO A NEED FOR INDIAN PEOPLE TO TAKE THEIR PLACE ON THE EXECUTIVE AND POLICY-MAKING LEVELS OF EDUCATION. (AUTHOR/RK)

JOURNAL CITATION: TODAY'S EDUCATION; 62; 1; 39-40,60

ACCESSION NUMBER: EJ069381

PUBLICATION DATE: 72

TITLE: AGING IN A ZAPOTEC COMMUNITY

PERSONAL AUTHOR: O'NELL, C. W.

DESCRIPTOR: *AGE; *AMERICAN INDIANS; DEMOGRAPHY; DEVELOPMENTAL PSYCHOLOGY; *ETHNOLOGY; HEALTH; PERCEPTION; RESPONSIBILITY; *SOCIOCULTURAL PATTERNS

IDENTIFIER: *ZAPOTECS

THE RESEARCH ON AGING IN A VALLEY ZAPOTEC COMMUNITY IN MEXICO REPORTED HERE TAKES INTO CONSIDERATION THE BROAD SOCIO-CULTURAL CONTEXT THROUGH WHICH LIFE IS EXPERIENCED AND THE SOCIAL PSYCHOLOGICAL SIGNIFICANCE OF DEVELOPMENTAL CHANGES AS THESE APPLY TO PEOPLE IN MATURITY AND OLD AGE. (AUTHOR)

JOURNAL CITATION: HUMAN DEVELOPMENT; 15; 5; 294-309

ACCESSION NUMBER: EJ069382

PUBLICATION DATE: 72

TITLE: THE THIRD NATIONAL INDIAN CULTURAL CONFERENCE. SPECIAL REPORT

PERSONAL AUTHOR: LICKERS, JOAN

DESCRIPTOR: *AMERICAN INDIANS; ART; *CONFERENCE REPORTS; CREE; *CULTURAL BACKGROUND; *HANDICRAFTS; *LANGUAGE INSTRUCTION; RELIGION

IDENTIFIER: CANADA; THIRD NATIONAL INDIAN CULTURAL CONFERENCE

JOURNAL CITATION: TAWOW; 3; 1; 1-5

ACCESSION NUMBER: EJ069495

PUBLICATION DATE: DEC 72

TITLE: VIEWPOINTS: INDIAN

PERSONAL AUTHOR: KINLICHEENY, JEANNETTE

DESCRIPTOR: *AMERICAN INDIANS; *CATHOLIC SCHOOLS; *CHURCH RESPONSIBILITY; *CULTURAL AWARENESS; *EDUCATIONAL OBJECTIVES; STUDENT NEEDS

AUTHOR BELIEVES THAT IT IS TIME THAT EDUCATIONAL OBJECTIVES BE REVISED. AN EDUCATION-PHILOSOPHY SHOULD BE FORMULATED RECOGNIZING AND STRESSING CHRISTIAN CONCEPTS BUT INTEGRATING THESE CONCEPTS WITHIN A FRAMEWORK OF INDIAN THOUGHT. (AUTHOR/CB)

JOURNAL CITATION: MOMENTUM; 3; 4; 44-6

ACCESSION NUMBER: EJ069988

PUBLICATION DATE: OCT-DEC 72

TITLE: TRADICION LITERARIA Y HEROINAS INDIAS EN "LA ARAUCANA" (LITERARY TRADITION AND INDIAN HEROINES IN "LA ARAUCANA")

PERSONAL AUTHOR: LERNER, LIA SCHWARTZ

DESCRIPTOR: AMERICAN INDIANS; CHARACTERIZATION (LITERATURE); *EPICS; LITERARY STYLES; POETRY; *SIXTEENTH CENTURY LITERATURE; *SPANISH AMERICAN LITERATURE

IDENTIFIER: *ERCILLA Y ZUNIGA (ALONSO DE)

JOURNAL CITATION: REVISTA IBEROAMERICANA; 38; 81; 615-625

ACCESSION NUMBER: EJ070021

PUBLICATION DATE: FEB 73

TITLE: PUTTING THE SHOW ON THE ROAD

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL CHANGE; *INDIVIDUALIZED INSTRUCTION; *ORGANIZATIONAL CHANGE; RACIAL INTEGRATION; SCHOOL DISTRICTS; *SCHOOL ORGANIZATION; *STUDENT IMPROVEMENT

IDENTIFIER: ARAPAHOE SCHOOL (WYOMING); MONTCLAIR (NEW JERSEY)

DESCRIBES CHANGES TAKING PLACE IN TWO SCHOOL DISTRICTS COMMITTED TO INDIVIDUALIZATION OF INSTRUCTION. (SP)

JOURNAL CITATION: INSTRUCTOR; 82; 6; 50-3

ACCESSION NUMBER: EJ070350

PUBLICATION DATE: JAN 73

TITLE: THE AMERICAN INDIAN KNEW A BETTER WAY

PERSONAL AUTHOR: SNOW, ALBERT J.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL BACKGROUND; ELEMENTARY SCHOOL SCIENCE; *INSTRUCTION; *POPULATION EDUCATION; SCIENCE EDUCATION; *SECONDARY SCHOOL SCIENCE; *STUDENT CHARACTERISTICS

SPECIAL PROBLEMS MAY HAVE TO BE FACED BY TEACHERS WHEN TEACHING AMERICAN INDIAN CHILDREN ABOUT POPULATION CONTROL, POLLUTION CONTROL OR SIMILAR CONCEPTS. THESE CHILDREN COME FROM A CULTURE WHICH ALREADY HAS AN AWARENESS OF THESE PROBLEMS AND HAS PRACTICED PREVENTIVE MEASURES. (PS)

JOURNAL CITATION: AMERICAN BIOLOGY TEACHER; 35; 1; 20-22

ACCESSION NUMBER: EJ070352

PUBLICATION DATE: JAN-FEB 73

TITLE: THE EDUCATION OF MENOMINEE YOUTH IN WISCONSIN

PERSONAL AUTHOR: CASPAR, MARGERY G.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BIAS; CULTURE CONFLICT; *EDUCATIONAL PROBLEMS; EXPULSION; *HIGH SCHOOL STUDENTS; RESERVATIONS (INDIAN); STUDENT TEACHER RELATIONSHIP

IDENTIFIER: *WISCONSIN

DOCUMENTS THE BIASED EDUCATIONAL PRACTICES ENCOUNTERED BY THE CHILDREN OF MENOMINEE COUNTY WHO ATTEND PUBLIC SCHOOLS IN JOINT SCHOOL DISTRICT NUMBER EIGHT. (JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 1; 45-51

ACCESSION NUMBER: EJ070354

PUBLICATION DATE: JAN 73

TITLE: RANGE WAR 1973

PERSONAL AUTHOR: WRIGHT, LAWRENCE

DESCRIPTOR: *AMERICAN INDIANS; ECONOMIC DISADVANTAGEMENT; *FEDERAL GOVERNMENT; FEDERAL LEGISLATION; LAND SETTLEMENT; *LAND USE; *POLITICAL ISSUES; *RESERVATIONS (INDIAN)

IDENTIFIER: HOPI INDIANS; NAVAHO INDIANS

REPORTS THE DISPUTE BETWEEN THE NAVAJO AND HOPI INDIAN NATIONS CONCERNING THE TWO-MILLION-ACRE NAVAJO-HOPI JOINT USE AREA, A BOX-SHAPED PLOT SET ENTIRELY INSIDE THE NAVAJO RESERVATION. (JM)

JOURNAL CITATION: RACE RELATIONS REPORTER; 4; 1; 18-24

ACCESSION NUMBER: EJ070355

PUBLICATION DATE: OCT 72

TITLE: ASSIMILATE--OR STARVE

PERSONAL AUTHOR: MUSKRAT, JOE

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; FISHERIES; *LEGAL PROBLEMS; RESERVATIONS (INDIAN); SEAFOOD; STATE GOVERNMENT; *SUPREME COURT LITIGATION; *WILDLIFE MANAGEMENT

IDENTIFIER: *WISCONSIN

REVIEWS TWO RECENT U.S. SUPREME COURT DECISIONS ON INDIAN HUNTING AND FISHING, ARGUING THAT IF INDIANS WANT TO FISH COMMERCIALLY THEY MUST JOIN WHITE SOCIETY AND FISH ACCORDING TO THE RULES OF THAT SOCIETY. (JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 5; 3; 27-34

ACCESSION NUMBER: EJ070418

PUBLICATION DATE: JAN-FEB 73

TITLE: CHRONICLE OF RACE AND SCHOOLS

PERSONAL AUTHOR: WEINBERG, MEYER

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL FINANCE; *ETHNIC RELATIONS; FEDERAL AID; *INTEGRATION LITIGATION; INTEGRATION METHODS; MEXICAN AMERICANS; *POLITICAL ISSUES; SCHOOL INTEGRATION; *TRANSFER PROGRAMS

A COMPENDIUM OF REPORTS ON RELEVANT EVENTS ON THE FEDERAL AND STATE LEVELS COVERING THE PERIOD OCTOBER-NOVEMBER, 1972. (JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 1; 16-22

ACCESSION NUMBER: EJ070486

PUBLICATION DATE: JAN 73

TITLE: CREATIVITY IN RURAL, URBAN, AND INDIAN CHILDREN

PERSONAL AUTHOR: WILLIAMS, JOHN D.; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; *CREATIVITY RESEARCH; *GRADE 4; LOWER CLASS STUDENTS; MIDDLE CLASS; RURAL YOUTH; URBAN YOUTH; *VERBAL ABILITY

JOURNAL CITATION: JOURNAL OF PSYCHOLOGY; 83; 111-16

ACCESSION NUMBER: EJ070523

PUBLICATION DATE: FEB 73

TITLE: DQU THEIR OWN PLACE IN THE SUN

PERSONAL AUTHOR: JANSSEN, PETER

DESCRIPTOR: AMERICAN INDIAN CULTURE; *DISADVANTAGED GROUPS; *ETHNIC GROUPS; *EXPERIMENTAL SCHOOLS; *HIGHER EDUCATION; MEXICAN AMERICANS; *OPEN ENROLLMENT

DQU IN AN UNIQUE HIGHER LEARNING ENTERPRISE MODELED BY AMERICAN INDIANS AND CHICANOS FOR AMERICAN INDIAN AND CHICANO STUDENTS. (EDITOR/HS)

JOURNAL CITATION: CHANGE; 5; 1; 45-48

ACCESSION NUMBER: EJ070526

PUBLICATION DATE: OCT-NOV 72

TITLE: CINCO EXEMPLOS

PERSONAL AUTHOR: KALVELAGE, JOAN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; COLLEGES; EDUCATIONAL OBJECTIVES; *HIGHER EDUCATION; MINORITY GROUPS; RURAL EDUCATION; *RURAL SCHOOLS; *SECONDARY EDUCATION; *SPANISH AMERICANS

OFFERS A DESCRIPTION OF 5 SOUTHWESTERN INSTITUTIONS SERVING AMERICAN INDIAN AND CHICANO STUDENTS; TLATELOLCO FIELD STUDY CENTER, CASA DE LA RAZA, FARMWORKERS COMMUNITY SCHOOL, COLEGIO JACINTO TREVINO AND DEGANAWIDAH-QUETZALCOATL UNIVERSITY (DQU). (PG)

JOURNAL CITATION: EDCENTRIC; 4-7,28-42

ACCESSION NUMBER: EJ070821

PUBLICATION DATE: JAN 73

TITLE: RED APPLES

PERSONAL AUTHOR: BOUTWELL, RICHARD C.; AND OTHERS

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; COLLEGE STUDENTS; CROSS CULTURAL STUDIES; *EDUCATIONAL INTEREST; SCHOOL SURVEYS; *STUDENT ATTITUDES

THE DIFFERENCES IN THE ATTITUDES AND VALUES OF INDIANS AND NON-INDIANS ATTENDING A LARGE WESTERN UNIVERSITY ARE EXAMINED. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 2; 11-4

ACCESSION NUMBER: EJ070822

PUBLICATION DATE: W 72

TITLE: VILLAGE SOCIALIZATION OF THE BUSH TEACHER

PERSONAL AUTHOR: CLINE, MICHAEL S.

DESCRIPTOR: ADMINISTRATIVE ORGANIZATION; *AMERICAN INDIANS; ATTITUDES; COMMUNITY ROLE; GOVERNMENT ROLE; *PARENT TEACHER COOPERATION; *SOCIALIZATION; STUDENT TEACHER RELATIONSHIP; *TEACHER RESPONSIBILITY

IDENTIFIER: *ALASKA

JOURNAL CITATION: NORTHIAN; 9; 2; 19-27

ACCESSION NUMBER: EJ070923

PUBLICATION DATE: SUM 72

TITLE: AZTEC MEDICINE

PERSONAL AUTHOR: VALDEZ, FELIX

DESCRIPTOR: AMERICAN INDIANS; HISTORY; *MEDICAL SERVICES; *MEDICINE; MEXICANS; *PHYSICIANS; *STATUS

IDENTIFIER: *AZTECS

JOURNAL CITATION: EL GRITO; 5; 4; 69-73

ACCESSION NUMBER: EJ070947

PUBLICATION DATE: JAN 73

TITLE: TRADITIONAL REQUISITES OF INDIAN COMMUNICATION: RHETORIC, REPETITION, SILENCE

PERSONAL AUTHOR: OSBORN, LYNN R.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION (THOUGHT TRANSFER); ETHNIC GROUPS; *LANGUAGE ARTS; *NONVERBAL COMMUNICATION; ORAL COMMUNICATION; *RHETORIC

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 2; 15-21

ACCESSION NUMBER: EJ070948

PUBLICATION DATE: W 73

TITLE: WRITINGS ON STONE

PERSONAL AUTHOR: STUMP, SARAIN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *COMMUNICATION (THOUGHT TRANSFER); *GRAPHIC ARTS; *HISTORY; *WRITING

PETROGLYPHS, INFORMATIVE DESIGNS ENGRAVED ON ROCKS, ARE FOUND THROUGHOUT THE UNITED STATES AND CANADA. (FF)

JOURNAL CITATION: WEEWISH TREE; 1; 5; 3-6

ACCESSION NUMBER: EJ071038

PUBLICATION DATE: JAN 73

TITLE: A WHITE HOUSE CONFERENCE ON THE AMERICAN INDIAN

PERSONAL AUTHOR: FARRIS, CHARLES E.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CONFERENCES; *FEDERAL PROGRAMS; *PLANNING; SOCIAL ACTION; *SOCIAL CHANGE; SOCIAL DISCRIMINATION; *SOCIAL WORK

TO FIND A SOLUTION TO THE MANY ECONOMIC, HEALTH, AND EDUCATION PROBLEMS CONFRONTING THE AMERICAN INDIAN, IT IS PROPOSED THAT A NATIONAL CONFERENCE ON AMERICAN INDIANS BE CALLED BY THE PRESIDENT. SUCH A CONFERENCE, PATTERNED AFTER PREVIOUS WHITE HOUSE CONFERENCES, WOULD GIVE INDIANS AN OPPORTUNITY TO ADDRESS THEMSELVES TO THE RESOLUTION OF THEIR OWN PROBLEMS. (AUTHOR)

JOURNAL CITATION: SOCIAL WORK; 18; 1; 80-86

ACCESSION NUMBER: EJ071124

PUBLICATION DATE: W 72

TITLE: THE NORTHWEST TERRITORIES MAY LEAD THE NATION

PERSONAL AUTHOR: KING, A. RICHARD

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; *CURRICULUM GUIDES; *EDUCATIONAL CHANGE; GOVERNMENT ROLE; *POLICY

IDENTIFIER: CANADA; *NORTHWEST TERRITORIES

JOURNAL CITATION: NORTHIAN; 9; 2; 12-4

ACCESSION NUMBER: EJ071278

PUBLICATION DATE: W 72

TITLE: PROPOSAL ON EDUCATION FOR THE CANADIAN INDIAN

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *EDUCATIONAL CHANGE; *NEEDS; PROGRAM DEVELOPMENT; SCHOOL IMPROVEMENT

IDENTIFIER: *CANADA

A NEW SELF-AWARENESS FOR THE AMERICAN INDIAN AND A NEW APPROACH TO THE EDUCATIONAL SYSTEM ARE OUTLINED IN THIS PROPOSAL BY THE ASSOCIATION OF IROQUOIS AND ALLIED INDIANS. (FF)

JOURNAL CITATION: NORTHIAN; 9; 2; 28-34

ACCESSION NUMBER: EJ071697

PUBLICATION DATE: SUM 72

TITLE: TERESA URREA: HER LIFE, AS IT AFFECTED THE MEXICAN-U.S. FRONTIER

PERSONAL AUTHOR: RODRIGUEZ, RICHARD; RODRIGUEZ, GLORIA L.

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; MEDICAL CONSULTANTS; *MEXICAN AMERICAN HISTORY; MEXICANS; *UNITED STATES HISTORY

IDENTIFIER: *URREA (TERESA)

JOURNAL CITATION: EL GRITO; 5; 4; 48-68

ACCESSION NUMBER: EJ071698

PUBLICATION DATE: SUM 72

TITLE: AZTEC EPISTEMOLOGY

PERSONAL AUTHOR: VASQUEZ, FRANCISCO H.

DESCRIPTOR: AMERICAN INDIANS; *INTERPERSONAL PROBLEMS; LANGUAGE; *NON WESTERN CIVILIZATION; *PHILOSOPHY; RELIGION

IDENTIFIER: *AZTECS

JOURNAL CITATION: EL GRITO; 5; 4; 74-9

ACCESSION NUMBER: EJ071763

PUBLICATION DATE: JAN 73

TITLE: AT RAMAH, NEW MEXICO: BILINGUAL LEGAL EDUCATION

PERSONAL AUTHOR: CONN, STEPHEN

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; CROSS CULTURAL STUDIES; CULTURAL EDUCATION; FAMILY (SOCIOLOGICAL UNIT); *HIGH SCHOOL STUDENTS; *LAW INSTRUCTION; PROGRAM PLANNING

IDENTIFIER: NEW MEXICO; *RAMAH NAVAJOS

IN A LEGAL EDUCATION PROGRAM BEING DEVELOPED, THE STUDENT'S DUAL IDENTITY AS A MEMBER OF THE NAVAJO NATION AND AS AN AMERICAN CITIZEN WILL BE STRESSED AS THE IMPACT OF CUSTOMARY LAW WAYS, THE NAVAJO COMMON LAW, AND THE COMMON LAW DEVELOPED THROUGH STATE AND FEDERAL JURISPRUDENCE AS THESE LAWS ACTUALLY EXIST WITHIN THE CONTEXT OF LIFE IN NAVAJO LAND. (AUTHOR/FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 2; 3-10

ACCESSION NUMBER: EJ072083

PUBLICATION DATE: FEB 73

TITLE: SELECTIVE BIBLIOGRAPHY OF BIBLIOGRAPHIES OF INDIAN MATERIAL FOR ADULTS

DESCRIPTOR: *ADULTS; *AMERICAN INDIANS; *BIBLIOGRAPHIES; DISADVANTAGED GROUPS

ENTRIES IN THIS SELECTIVE BIBLIOGRAPHY, COMPILED BY THE ASD ADULT LIBRARY MATERIALS COMMITTEE SUBCOMMITTEE ON MATERIALS FOR AMERICAN INDIANS, HAVE BEEN ANNOTATED WITH THE HELP OF AMERICAN INDIANS AND CLASSIFIED ACCORDING TO LEVELS OF INTEREST AND TYPES OF MATERIALS COVERED. (66 REFERENCES) (AUTHOR/KE)

JOURNAL CITATION: AMERICAN LIBRARIES; 4; 2; 115-117

ACCESSION NUMBER: EJ072280

PUBLICATION DATE: F 72

TITLE: LOCAL CONTROL OVER FORMAL EDUCATION IN TWO AMERICAN-INDIAN COMMUNITIES: A PRELIMINARY STEP TOWARD CULTURAL SURVIVAL

PERSONAL AUTHOR: WEINMAN, JANICE J.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *COMMUNITY RESPONSIBILITY; *COMMUNITY SCHOOLS; CULTURAL BACKGROUND; EDUCATIONAL RESEARCH; GOVERNMENTAL STRUCTURE; *POWER STRUCTURE

A COMPARISON BETWEEN AUTHORITY STRUCTURE IN TWO PUEBLO COMMUNITIES GIVES INSIGHTS INTO THEIR POTENTIAL FOR DEVELOPING COMMUNITY CONTROLLED EDUCATIONAL PROGRAMS. (JB)

JOURNAL CITATION: REVIEW OF EDUCATIONAL RESEARCH; 42; 4; 533-539

ACCESSION NUMBER: EJ072338

PUBLICATION DATE: W 73

TITLE: COOKING IN BIRCH BARK VESSELS

PERSONAL AUTHOR: BEDFORD, DENTON R.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; COOKING INSTRUCTION; *HANDICRAFTS; *NATURAL RESOURCES; *PRODUCTION TECHNIQUES

IDENTIFIER: *PENOBSCOTS

A PENOBSCOT AMERICAN INDIAN DEMONSTRATED THE TECHNIQUE OF COOKING IN A POT MADE FROM BIRCH BARK. (FF)

JOURNAL CITATION: WEEWISH TREE; 1; 5; 14-21

ACCESSION NUMBER: EJ072504

PUBLICATION DATE: W 73

TITLE: SAVAGE ANTHROPOLOGISTS AND UNVANISHING INDIANS OF AMERICAN SOUTHWEST

PERSONAL AUTHOR: FONTANA, BERNARD L.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; *CHANGING ATTITUDES; *CULTURAL BACKGROUND; PERSONALITY CHANGE; RESERVATIONS (INDIAN); TRIBES

IDENTIFIER: *SOUTHWEST

ANTHROPOLOGISTS HAVE TENDED TO LOOK AT AND DESCRIBE THOSE ASPECTS OF AMERICAN INDIAN LIFE IN THE SOUTHWEST WHICH COULD BE TERMED ABORIGINAL TO THE NEGLECT OF THE TOTAL PICTURE OF INDIAN LIFE AS IT ACTUALLY IS. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 1; 5-8, 32

ACCESSION NUMBER: EJ072630

PUBLICATION DATE: MAR 73

TITLE: BUILDING A CULTURAL BRIDGE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *BICULTURALISM; *BILINGUAL EDUCATION; CHILD DEVELOPMENT; KINDERGARTEN CHILDREN; *NAVAHO; RESERVATIONS (INDIAN); SECOND LANGUAGE LEARNING; TEACHER WORKSHOPS

DISCUSSES THE EDUCATION OF INDIAN CHILDREN (NAVAJO) IN KINDERGARTEN WHO LEARN IN A BILINGUAL-BICULTURAL PROGRAM. THEIR INSTRUCTION BEGINS IN NAVAJO, WITH ENGLISH TAUGHT AS A SECOND LANGUAGE. (AUTHOR/RK)

JOURNAL CITATION: INSTRUCTOR; 82; 7; 66-8

ACCESSION NUMBER: EJ072632

PUBLICATION DATE: W 73

TITLE: NAVAJO VISION OF EARTH AND MAN

PERSONAL AUTHOR: GORMAN, CARL N.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL BACKGROUND; *ECOLOGICAL FACTORS; ENVIRONMENTAL EDUCATION; LEGENDS; *PHYSICAL ENVIRONMENT

IDENTIFIER: *NAVAJOS

JOURNAL CITATION: INDIAN HISTORIAN; 6; 1; 19-22

ACCESSION NUMBER: EJ072633

PUBLICATION DATE: W 73

TITLE: ENFORCED ACCULTURATION AND INDIAN-WHITE RELATIONS

PERSONAL AUTHOR: PERETTI, PETER O.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; *ANGLO AMERICANS; *CROSS CULTURAL STUDIES; *CULTURAL INTERRELATIONSHIPS; SOCIAL DIFFERENCES

JOURNAL CITATION: INDIAN HISTORIAN; 6; 1; 38-52

ACCESSION NUMBER: EJ072866

PUBLICATION DATE: W 73

TITLE: A PROGRAM TO TRAIN INDIANS IN NATURAL RESOURCES

PERSONAL AUTHOR: LAKE, ROBERT G.

DESCRIPTOR: *AMERICAN INDIANS; *CONSERVATION EDUCATION; COURSE OBJECTIVES; *EDUCATIONAL ENVIRONMENT; *NATURAL RESOURCES; PROGRAM DEVELOPMENT; RESERVATIONS (INDIAN)

IDENTIFIER: *CALIFORNIA STATE UNIVERSITY; HOOPAS; HUMBOLDT

JOURNAL CITATION: INDIAN HISTORIAN; 6; 1; 26-8, 32

ACCESSION NUMBER: EJ073132

PUBLICATION DATE: W 73

TITLE: INDIAN RIGHTS IN THE JAY TREATY

PERSONAL AUTHOR: DURAN, ELIZABETH C.; DURAN, JAMES, JR.

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; HISTORY; LEGAL PROBLEMS; *LEGAL RESPONSIBILITY

IDENTIFIER: CANADA; *JAY TREATY; TREATY OF GHENT

HISTORICAL ASPECTS OF THE JAY TREATY OF 1794 AND THE OBLIGATIONS OF THE CANADIAN AND AMERICAN GOVERNMENTS IN REGARD TO BORDER-CROSSING RIGHTS FOR AMERICAN INDIANS ARE DISCUSSED. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 1; 33-7

ACCESSION NUMBER: EJ073686

PUBLICATION DATE: MAR-APR 73

TITLE: INDIAN POWERLESSNESS IN MINNESOTA

PERSONAL AUTHOR: WESTERMEYER, JOSEPH J.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE CONFLICT; *DISCRIMINATORY ATTITUDES (SOCIAL); ECONOMIC DISADVANTAGEMENT; EDUCATIONAL DISADVANTAGEMENT; HEALTH NEEDS; *HELPING RELATIONSHIP; *INSTITUTIONAL ROLE; POLITICAL POWER

SOCIAL INSTITUTIONS PRACTICE GROSS DISCRIMINATION AGAINST INDIAN PEOPLE IN MINNESOTA--AND THEY DO SO IN THE NAME OF EQUALITY. BESIDES IGNORING THE REAL SOCIAL NEEDS OF INDIANS, THEY OFTEN ATTEMPT TO UNDERMINE INDIAN MORES AND VALUES. (DM)

JOURNAL CITATION: SOCIETY; 10; 3; 45-52

ACCESSION NUMBER: EJ074402

PUBLICATION DATE: 73

TITLE: INTERMOUNTAIN INDIAN SCHOOL: A CASE STUDY OF EDUCATIONAL FAILURE

PERSONAL AUTHOR: BRIGHTMAN, LEHMAN L.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL NEEDS; EDUCATIONAL PROBLEMS; *RACIAL DISCRIMINATION; *SCHOOLS; *SOCIAL PROBLEMS; STUDENT PROBLEMS

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

A SUMMARY IS GIVEN OF THE DEPLORABLE CONDITIONS SURROUNDING THE OPERATIONS AND FACILITIES OF THE SEVENTY-SEVEN FEDERAL BOARDING SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS. ONE SCHOOL, THE INTERMOUNTAIN INDIAN SCHOOL IN BRIGHAM CITY, UTAH, REFLECTS TOTAL DISREGARD FOR EDUCATIONAL, PHYSICAL, AND PSYCHOLOGICAL NEEDS OF THE NATIVE AMERICAN. (JB)

JOURNAL CITATION: NEW SCHOOL OF EDUCATION JOURNAL; 2; 4,; 56-76

ACCESSION NUMBER: EJ074741

PUBLICATION DATE: JAN 73

TITLE: THE LITERATURE OF THE AMERICAN INDIAN

PERSONAL AUTHOR: DILLINGHAM, PETER

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ENGLISH INSTRUCTION; *LITERATURE; NOVELS; POETRY; *SECONDARY EDUCATION

JOURNAL CITATION: ENGLISH JOURNAL; 62; 1; 37-41

ACCESSION NUMBER: EJ075418

PUBLICATION DATE: 72-73

TITLE: TOWARD INQUIRY IN ARCHAEOLOGY

PERSONAL AUTHOR: STRASSER, BEN B.

DESCRIPTOR: AMERICAN INDIANS; *ARCHAEOLOGY; CURRICULUM DEVELOPMENT; *EDUCATIONAL TELEVISION; *INQUIRY TRAINING; *INSTRUCTIONAL MATERIALS; *SOCIAL STUDIES UNITS; TEACHING TECHNIQUES

THREE TELECASTS WERE DEVELOPED AS PART OF A UNIT OF STUDY ON ARCHAEOLOGY, FOCUSING ON THE INDIANS OF SOUTHERN CALIFORNIA. (JB)

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 3; 43-46

ACCESSION NUMBER: EJ075431

PUBLICATION DATE: DEC 72

TITLE: CONTEMPORARY PERSPECTIVES ON INDIAN AMERICANS: A REVIEW ESSAY

PERSONAL AUTHOR: BAHR, HOWARD M.; CHADWICK, BRUCE A.

DESCRIPTOR: *AMERICAN INDIANS; BOOK REVIEWS; *CONTENT ANALYSIS; *LITERATURE REVIEWS

IDENTIFIER: *TEXTUAL ANALYSIS

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 53; 3; 606-618

ACCESSION NUMBER: EJ075463

PUBLICATION DATE: 72-73

TITLE: WHAT TO TEACH ABOUT CALIFORNIA INDIANS

PERSONAL AUTHOR: BEAN, LOWELL; VANE, SYLVIA

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *HISTORY INSTRUCTION; RESOURCE GUIDES; SOCIAL STUDIES; *UNITED STATES HISTORY

IDENTIFIER: CALIFORNIA

INDICATED ARE GENERAL GUIDELINES FOR USING MATERIAL GENERALLY AVAILABLE, AND SOME FACTS ARE PRESENTED ABOUT THE HISTORY, LIFE STYLES, AND SOCIAL STRUCTURE OF CALIFORNIA INDIAN PEOPLES. A BIBLIOGRAPHY SUGGESTS USEFUL RESOURCES WHICH SHOULD BE AT THE DISPOSAL OF TEACHERS AND INCLUDED IN SCHOOL LIBRARIES. (JB)

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 3; 5-13

ACCESSION NUMBER: EJ075464

PUBLICATION DATE: 72-73

TITLE: THE HEROES OF THE HOGAN, OTHER INDIANS AND HOW TO FIND THEM

PERSONAL AUTHOR: POLOS, NICHOLAS C.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL AWARENESS; *HISTORY INSTRUCTION; *SOCIAL STUDIES; TEACHING METHODS; UNITED STATES HISTORY

IF THE ANTHROPOLOGICAL-GEOGRAPHICAL-HISTORICAL APPROACH IS USED, STUDENTS CAN BECOME AWARE OF CULTURAL DIVERSITY AND ALSO CAN LEARN MUCH FROM THE CALIFORNIA INDIANS, ABOUT NATURE AND THE ENVIRONMENT. (JB)

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 3; 15-17

ACCESSION NUMBER: EJ075465

PUBLICATION DATE: 72-73

TITLE: RED, WHITE AND BLACK: ALIENS IN OUR OWN LAND

PERSONAL AUTHOR: FLAIR, KIM

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COURSE DESCRIPTIONS; *CROSS CULTURAL STUDIES; GRADE 9; *SOCIAL STUDIES UNITS

DURING THE 1970-71 SCHOOL YEAR, A CLASS AT GREY CULBRETH JUNIOR HIGH SCHOOL, CHAPEL HILL, NORTH CAROLINA, TOOK AN IN-DEPTH, LOVING LOOK AT THE AMERICAN INDIAN. DESCRIBED HERE IS THE UNIT. (JB)

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 3; 19-20,22

ACCESSION NUMBER: EJ075466

PUBLICATION DATE: 72-73

TITLE: INDIAN EDUCATION: A REDIRECTION AND A REORIENTATION

PERSONAL AUTHOR: PURLEY, A. F.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *CROSS CULTURAL STUDIES; CULTURAL EDUCATION; *EDUCATIONAL NEEDS; *EDUCATIONAL OBJECTIVES; *EDUCATIONALLY DISADVANTAGED; SOCIALIZATION; SPECIAL EDUCATION

THIS PAPER CENTERS AROUND THE IMPROVEMENT OF THE EFFECTIVENESS OF MANY SPECIAL SCHOOL PROGRAMS FOR INDIAN CHILDREN AND THE NEED FOR MORE SCHOOL PERSONNEL SENSITIVE TO THE NEED OF THESE CHILDREN. (AUTHOR)

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 3; 23-26

ACCESSION NUMBER: EJ075467

PUBLICATION DATE: 72-73

TITLE: AN APPROACH TO THE TEACHING OF UNITED STATES INDIAN HISTORY

PERSONAL AUTHOR: LUBMAN, HYMAN

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *HISTORY INSTRUCTION; RESOURCE MATERIALS; TEACHING TECHNIQUES; *UNITED STATES HISTORY

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 3; 31-34

ACCESSION NUMBER: EJ075468

PUBLICATION DATE: 72-73

TITLE: COME WALK IN MY MOCCASINS--BUILDING UNDERSTANDING THROUGH BOOKS

PERSONAL AUTHOR: MCKENZIE, JOANNA

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BIBLIOGRAPHIES; *CULTURAL AWARENESS; *CULTURAL EDUCATION; FICTION; HISTORY; *LITERATURE; RESOURCE GUIDES; TEACHING TECHNIQUES

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 3; 37-42

ACCESSION NUMBER: EJ075683

PUBLICATION DATE: JUN 73

TITLE: A CHILD-ORIENTED PROGRAM

PERSONAL AUTHOR: YODER, R. A.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ART ACTIVITIES; *CLASS ACTIVITIES; *GRADE 2; *LEARNING EXPERIENCE

AS A RESULT OF THE CHILDREN'S EXPRESSED INTEREST, A UNIT WAS DEVELOPED ON INDIANS OF THE UNITED STATES IN WHICH THE CHILDREN ACTIVELY PARTICIPATED. (CB)

JOURNAL CITATION: SCHOOL ARTS; 72; 10; 40-1

ACCESSION NUMBER: EJ075845

PUBLICATION DATE: MAY 73

TITLE: THE AMERICAN INDIAN: BEYOND THE STEREOTYPES

PERSONAL AUTHOR: DUCHENEAUX, FRANKLIN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CULTURAL IMAGES; FEDERAL GOVERNMENT; FEDERAL LAWS; *RESERVATIONS (INDIAN); SOCIAL PROBLEMS; *STEREOTYPES; TRIBES

OUTLINES THE RELATIONSHIP THE AMERICAN INDIAN HAS HAD WITH THE UNITED STATES GOVERNMENT AND ATTEMPTS TO GIVE THE READER A MORE ACCURATE PICTURE OF THE INDIAN. (AUTHOR/RK)

JOURNAL CITATION: TODAY'S EDUCATION; 62; 5; 22-4

ACCESSION NUMBER: EJ075999

PUBLICATION DATE: MAY 73

TITLE: SERVING THE NEEDS OF THE NATIVE AMERICAN

PERSONAL AUTHOR: GOVER, BILL

DESCRIPTOR: AMERICAN INDIANS; COLLEGE ADMINISTRATION; *COLLEGE ROLE; COMMUNITY COLLEGES; *EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; *NONRESERVATION AMERICAN INDIANS; *RACIAL DISCRIMINATION

COMMUNITY COLLEGES CAN PLAY A MAJOR ROLE IN EDUCATING NATIVE AMERICANS IF INDIANS ARE GIVEN LEADERSHIP OPPORTUNITIES. (EDITOR)

JOURNAL CITATION: COMMUNITY AND JUNIOR COLLEGE JOURNAL; 43; 8; 32-3

ACCESSION NUMBER: EJ076916

PUBLICATION DATE: MAY 73

TITLE: FRESHMAN COMPOSITION AND THE URBAN NATIVE AMERICAN

PERSONAL AUTHOR: RUOFF, A. LAVONNE

DESCRIPTOR: AMERICAN INDIAN CULTURE; *COLLEGE FRESHMEN; *COMPOSITION (LITERARY); CULTURAL BACKGROUND; *EDUCATIONAL PROBLEMS; ETHNIC GROUPS; *NONRESERVATION AMERICAN INDIANS; POPULATION GROWTH; URBAN IMMIGRATION; *URBAN YOUTH

JOURNAL CITATION: ADE BULLETIN; 37; 3-8

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